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ABSTRACT

As an aid for school district and building administrators, this handbook recommends ways to recruit, select, and employ new administrative personnel. Its information was gathered from members of the American Association of School Administrators, professional associations' leaders, and a literature survey. Following a brief introduction, the first chapter discusses planning the selection process, including reviewing board hiring policies (especially concerning women administrators and hiring from within) and establishing needs, a timetable, an organizational chart, responsibilities, and contract provisions. Chapter 2 offers suggestions on candidate recruitment, involving recruiting materials, job descriptions, application forms, and position announcements. Chapter 3 examines the selection process and discusses processing and screening applications, preparing for and conducting interviews, choosing finalists, and making the final selection. Steps in employing the new administrator are outlined in chapter 4, including seeking board approval, signing the contract, announcing the appointment, and closing out applicant files. Chapter 5 provides recruitment information, qualifications, relevant professional organizations, and sample job descriptions for 16 types of administrative positions, including the areas of personnel, communications, business, research, government programs, curriculum, and principals. Eight appendices present sample board policies, organizational charts, and information forms, as well as laws, regulations, and guidelines on hiring practices. (RW)

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The Administrative Team Career Development Series

Book 1

Selecting the Administrative Team

A Joint Publication of the American Association of School Administrators and the National School Boards Association

EA 015 334

Selecting the Administrative Team

Reviewed and Approved by
The Joint AASA-NSBA Committee

Published by the American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209

Administrative Team Development Series

Books in this series include:

Selecting the Administrative Team
The Board's Role in Selecting the Administrative Team
Compensating the Administrative Team
Compensating the Administrative Team (Full Report)

Superintendent Career Development Series

Books in this series include:

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Selecting a Superintendent
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Foreword

Selecting the Administrative Team

The times cry for leadership. Quality leadership, in fact, is essential to the success of any institution, including our schools.

Most knowledgeable people will tell you that selecting a superintendent is one of the most crucial decisions a school board makes. For the superintendent, selecting the best possible members of the administrative team is also of critical importance, and essential to the success of the school system.

Where should I be looking for a qualified school business official? What should I expect from the person in charge of personnel? What will a new principal expect from the school system? Is it possible or desirable to combine some unrelated functions under one administrator? These are some of the questions faced by our schools in recruiting and selecting effective members of the leadership team. This book is designed to help you find the answers to these and other key questions.

Selecting the Administrative Team is a valuable publication for the superintendent. It is also a magnificent resource for those members of the team who want to know what might be expected in a new or developing administrative position. In our opinions, this book is must reading and a prime reference for every central and building level administrator.

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In preparing a manuscript for this publication, the American Association of School Administrators (AASA) conducted a national survey of its members to seek information ranging from selection methods to job descriptions. Authors visited personally with key leaders in several national professional associations to gain their insights. A survey of available literature yielded a wealth of additional information. Finally, this publication was reviewed and approved by the Joint AASA-NSBA Committee. Therefore, *Selecting the Administrative Team* contains the thoughts of both administrators and school board members.

A companion book, *The Board's Role in Selecting the Administrative Team*, addresses the role school board's play in supporting the highest quality administration district-wide.

There is no substitute for excellent leadership We hope this publication will be helpful to all schools in the quest to constantly improve the quality of education for students through selecting and supporting the highest quality administrative team.

Paul B. Salmon, Ed.D.
Executive Director
American Association of
School Administrators

Thomas A. Shannon
Executive Director
National School
Boards Association

Introduction

The Team Is Changing

You've probably noticed it in your own school district: As demands on the public school system have changed, so have the character and composition of the administrative team charged with meeting those demands. New positions have been added during the past few years. Others have been consolidated or abolished, and the requirements for some positions have become tougher.

Once, the administrative team might have consisted of the superintendent, the associate superintendent for curriculum and instruction, the associate superintendent for business and finance and school principals. Today, many of the diverse functions carried out by these professionals have been incorporated into specific positions in areas such as personnel, communications, pupil personnel services, legislation, legal services, labor relations, transportation, food service and buildings and grounds maintenance. Many school districts have created these administrative positions primarily to keep up with the increasing demand for knowledge and skills in these areas and to comply with increased federal and state legislation, regulations and court decisions.

Another change in the team structure has been the addition of specialists to administer *new* responsibilities for school districts resulting from new legislation, technology or public concerns. Hence, many schools now have federal and state program officers, energy coordinators, library-media

specialists, directors of research and community education directors.

In some school districts, however, adding new positions to the administrative team has not been the norm. Because of declining enrollments, a need to cut or a a matter of choice, some positions are consolidated. Existing administrators are asked to assume even greater responsibilities.

Categories of Administrative Positions

To make sense of the changes in administrative team positions, placing them in categories helps. By doing so, seeing the nature of these positions and what qualifications, skills and training might be required to hold them becomes easier.

Positions on the administrative team generally fall into three categories:

- Administrative team positions with clear-cut professional qualifications, certification requirements, career routes and pre-service training programs. Most of these positions are "instructional," dealing with instructional aspects of the district's operations. In recruiting, the search is for people with particular academic training and credentials.
- Administrative team positions requiring a consistently increasing level of professionalism. These positions are often service oriented: food service, transportation and, to some extent, business management and legal and bargaining service. In many cases, "up-through-the-ranks" administrators hold these positions. However, an increasing number of specially-trained, degree-holding professionals are moving into these key areas.
- New administrative team positions for which few, if any, academic, pre-service programs yet exist. People now holding these jobs — such as federal and state program and grants directors and energy managers — have generally acquired their training "on the job." These team members are involved in frequent and extensive inservice training because their posts often focus on rapidly chang-

ing technology and legislation, areas that make it necessary to stay on top of new developments. As these specialties evolve, university-level training programs will be needed to prepare future administrators. Because such programs are scarce, districts seeking to fill these positions will have to set their own standards for recruiting and selection.

Steps In Hiring Administrative Team Members

The administrative team often is composed of people holding a wide variety of positions. Therefore, a simple "recipe" for hiring key administrators won't do. An entire "cookbook" would be more appropriate, because various functions require people with specific skills and knowledge.

Although no school district "test kitchen" has yet developed a fool-proof recipe for hiring members of the administrative team, some steps are fairly standard. Those four basic steps or stages in the selecting process include: planning, recruiting, selecting and employing. (See "Steps in the Selection Process," below.) Depending on the size of your district, the type of position, the time you have available, salary you can offer, the unique characteristics of your schools and organization structure, you may wish to expand, reduce or modify these steps to fit your district's needs.

The Four Steps in the Selection Process

1. **Planning**
   Check board hiring policies
   Define your need
   Design an organizational chart
   Set a timetable
   Decide who will do what
   Determine salary and other contract provisions

2. **Recruiting**
   Write recruiting materials
   Develop a job description
   Prepare an application form
   Announce and post the vacancy
3. **Selecting**
   Process applications
   Screen the applications
   Prepare for interviewing
   Conduct the interview
   Single out the finalists
   Make your final choice
4. **Employing**
   Seek board endorsement or approval
   Sign the employment contract
   Announce the appointment
   Close out applicant files
   Welcome the new administrator
   Evaluate your efforts

Chapter 1

Planning The Selection Process

Before you take any action, you'll need to establish an overall plan for selecting each administrative team member. That plan should identify in a systematic way *who should do what* during each step in the selection process. You'll need to consider questions such as:

- What will you do before you announce the position?
- How will you announce it?
- To whom will you announce it?
- How will you screen applications?
- How will you interview candidates?
- How will you make your final selection?
- How will you announce the appointment?
- What will you do after making the announcement?
- Who will help you?

Before you recruit candidates, many things must be considered and done. Here are a few.

Check Board Hiring Policies

Answers to many key questions about the selection process may be found in your school board policies and procedures manual. In fact, if you don't have clear, legal and

up-to-date policies and procedures on such things as equal employment opportunity, hiring ethics, nepotism, recruitment, posting of vacancies, selection, probation and tenure, assignment, evaluation and personnel records, you're risking a lawsuit for discriminatory or unfair hiring practices everytime you hire someone.

Many school districts have developed separate policies and procedures for hiring administrative staff. These policies and procedures often identify what the selection process should include, who will be involved in the process and their roles. (Appendix A gives two sample policies for hiring professional administrative staff.)

Whatever your policies, you'll need to understand them up front. Policies specific enough to guide your decisions

WHAT ABOUT WOMEN ADMINISTRATORS?

In a district's efforts to assure equal employment opportunity for all, special policies* and efforts to encourage equal employment of women in administrative team positions are becoming more common.

According to a report from the National Association of Elementary School Principals (NAESP), "Where increasing the number of women administrators is concerned, progress is very, very slow."

Even worse, in elementary schools, women administrators seem to be slowly disappearing. There's a disturbing 50-year trend, according to the report, which shows up in every survey NAESP has conducted since 1928: Every 10 years, the surveys show that the "average" elementary school principal is less likely to be a woman. In 1928, for example, 55 percent of all elementary school principals were women. In 1968, this figure declined to 22 percent; in 1978, to 18 percent. This trend is mirrored for secondary principals. In 1965, 10 percent of secondary principals were women; in 1977, only 7 percent of principals nation wide were women.

during each step in the selection process are helpful. If you find your policies inadequate, you may want to develop new ones.

Personnel and hiring policies often focus on volatile issues. So, if you do develop new policies or revise old ones, work closely with your legal counsel to make sure what you write complies with federal and state law, case law and negotiated employee contracts.

Having policies that address equal employment opportunity and affirmative action is especially important.* (Appendices B and C give sample policies. Appendix D gives laws and executive orders that affect hiring.)

*Affirmative action commonly refers to a systematic plan aimed at eliminating discrimination in employment through identifying institutional practices that tend to maintain and perpetuate it.

The reasons for this troubling phenomenon are many and complex. One of them: "Men tend to do graduate work in administration. Women tend to do graduate work in curriculum. This, perhaps surprisingly, is still the case today in grad schools all over the country."

Solutions? School districts could do more to make it clear to their female employees that the district will not tolerate a "men only" approach in promotion to administrative posts from within the district — or from outside the district, for that matter. They could do more to encourage their women teachers to do graduate work in administration. They could also encourage women to participate in administrative courses offered by AASA's National Academy for School Executives or the many seminars sponsored by the National School Boards Association. Project AWARE, a special program of the American Association of School Administrators is designed to attract more women to careers in educational administration.

*An adaptation of the policy of the National Association of Women Deans and Counselors on equal employment opportunity for women in education might be considered for adoption. (See Appendix E.)

HAVE YOU CONSIDERED HIRING FROM WITHIN?

For several reasons, looking for candidates to fill an administrative post from among the ranks of current district employees is a good practice. Internal promotion is usually good for employee morale. Often, district employees take less time to become oriented than someone from outside. To some extent, they already know the territory.

For districts with declining enrollment, internal promotion is one way to place "displaced" people. More and more often, districts retrain "displaced" staff members to assume appropriate administrative or other positions.

Many districts have developed special policies and procedures for promoting district employees. Staff members are given the opportunity on an annual basis, or more often if necessary, to establish eligibility for administrative positions. Employees are invited to present their applications to the Director of Personnel who, with a committee, reviews credentials, conducts interviews and determines those qualified for promotion to certain administrative positions. Those employees qualified for promotion are placed on an eligibility list from which the superintendent or appropriate administrative head selects nominees for appointment as needs arise.

Define Your Need

No two administrative teams are alike. The titles for administrative team members differ from one district to another. The functions carried out by each team member also differ.

How your district organizes members of its administrative team and chooses titles to identify them will depend on

the specific needs and goals of your own system. For example, in some districts:

- **Planning** is affiliated with research and evaluation. In others, planning refers exclusively to facilities and comes under the jurisdiction of the buildings and grounds director or business director.
- **Staff development** may be a separate administrative team post or part of the responsibilities of curriculum or instruction directors.
- An administrator may be called **legislative liaison**, or legislative communication may be handled by the superintendent, an associate superintendent or a special projects director.
- The work of the **chief negotiator** may be carried out by a specially appointed labor relations executive, by a personnel director, district legal counsel or by an outside negotiations consultant.

When assembling an administrative team, therefore, you'll need to keep your district's particular needs in mind. What *your* district needs and wants may not be what your neighbor's district needs and wants. Methods that serve another district with great success may not be right for you.

When a position is "open" you could ask several questions. What type of person do you need? Do you still *need* the position? Can the functions be consolidated with another position? (Warning: If you are consolidating positions, be careful not to shortchange functions by understaffing.)

The position might be brand-new, growing from a new goal for the district such as the building of a new elementary school or an all-out effort to become energy efficient. Consider whether someone else within the administrative team might take on these extra duties. Consider also whether you can afford to hire the necessary support staff for a new administrator. How far are you willing to stretch your budget? How much can you increase your current administrators' workload without overburdening them?

DESIGN AN ORGANIZATIONAL CHART

Organizational charts are useful for structuring your administrative team. They can clarify at a glance the lines of responsibility and authority in the district. But, take note: Electing an administrative team means more than filling in names on a chart.

An administrative team is a changing, evolving entity. Its structure changes as district needs change. Identify those needs, locate people who can respond to them and *then* create a system, represented by your chart, that will make it all work smoothly. An organizational chart should be thought of as a "snapshot," accurately reflecting your current structure, but not as a stone tablet, unchangeable through the ages. (Appendix F gives sample organizational charts.)

SET A TIMETABLE

Once you've decided you have a position to fill, get out your calendar and set target dates and deadlines for each step in the selection process. Give yourself plenty of time to do a good job: Ninety to one hundred days isn't extravagant for most positions. If your board will be involved in the selection process, be sure to check the board's meeting schedule and reserve some time well in advance. If you'll be working with staff or community committees, remember these groups take time to organize and time to work.

Important Dates For Your Timetable

- When will the job description, application form or other items be ready?
- When will you announce the vacancy?
- When will you advertise the position?
- What deadline will you set for application?

- When should all transcripts, placement papers and other information be received?
- When do you want to complete your first screening of applications?
- When will you conduct the first round of interviews?
- When will you decide on the two finalists?
- When do you want to have a final decision?
- When will you announce the selection?
- When will the new person have to be on the job?

If you are working on a tight time line, asking these questions in reverse order may help. The date the new executive needs to be on the job will dictate how much time you can divide among the other steps in the selection process.

DECIDE WHO WILL DO WHAT

The nitty-gritty details of who will perform the tasks in the selection process must be spelled out before you take any action.

- What exactly will the superintendent do?
- What will be the board's role and responsibility?
- Will administrative and other staff be involved and, if so, how?
- Will you seek the assistance of community leaders or professors of educational administration?
- Will you seek the service of outside consultants?
- What will the clerical, support staff do?

Superintendent Recommendation

Board policy often dictates who will be involved in the selection process and how. In most districts, the superintendent or his/her staff may do all recruiting and selecting and make a recommendation.

The Board's Role

Keeping board members informed of progress in selecting a new administrative team member is good policy whatever the board's direct or indirect role.

Staff Involvement

In some districts, board policy specifies that committees of school personnel will determine administrative needs, screen applications and interview, select and recommend finalists to the superintendent. The superintendent, in turn, can accept or reject these recommendations in making a recommendation to the board.

Community, University Involvement

In a few districts, committees of community leaders or professors of educational administration from nearby universities and colleges may handle the time-consuming task of reviewing resumes, making telephone inquiries and interviewing and evaluating candidates.

The Consultant Role

One alternative in the selection process is an outside consultant who will undertake the search. For positions other than superintendent, most districts conduct their own searches. But if you find that filling a particular position requires the help of an outsider with special expertise, shop around. Consultants vary widely in experience, appropriateness for a particular search and "track records." Sources for prospective consultants include: neighboring school districts that have used consultants under similar circumstances, state and national school board and administrator associations and

HOW MUCH SHOULD YOU PAY?

How can you tell what the going rate is for the type of administrator you're seeking? One resource is the *National Survey of Salaries and Wages in Public Schools,* published annually by the Educational Research Service (ERS), 1800 North Kent Street, Arlington, VA 22209. It is published each February in the following parts: Vol. I: Scheduled Salaries; Vol. II: Salaries Actually Paid; and Vol. III: Wages and Salaries for Support Positions.

Every two years, ERS also publishes its *National Survey of Fringe Benefits for Professional Personnel in Public Schools,* again in three parts: Vol. I: Fringe Benefits for Superintendent; Vol. II: Fringe Benefits for Administrators Other Than Superintendent; and Vol. III: Fringe Benefits for Teachers.

Subscribers to the ERS service receive these surveys as part of their subscriptions. In addition, subscribing districts are entitled to on-call help and information from ERS on topics such as merit pay, methods of scheduling salaries for principals and the development of job descriptions.

associations for members of your prospective candidate's profession.

DETERMINE SALARY AND OTHER CONTRACT PROVISIONS

After you assess your administrative needs and how a new executive will fit into the organizational structure, you need to determine the kind of contract you can offer.

Administrator and supervisor contracts must reflect board policy and/or state standards. These contracts often specify requirements for academic certification, certification of good health, oaths of allegiance and other requirements such as education and experience.

Usually these contracts describe options and reasons for terminating the agreement. Other provisions may outline procedures for amending the contract, evaluating job performance, resignation, leave of absence, suspension, retirement, dismissal and settling grievances.

At this point in the selection process, you should reach a consensus on the salary range you will offer, compensation benefits and the contract's duration. To avoid confusion later on, everyone involved in the selection process should also know of any decisions.

Whatever you decide at this point, however, may have to be reconsidered in light of the experience, skills and requirements of the person you finally select.

Chapter 2

Recruiting the Right Candidate

The recruiting step marks the beginning of some hard work. After you have thoroughly and systematically planned how to recruit your candidates, you need to develop recruiting materials describing the position, an appropriate application form, news releases, advertisements and much, much more.

But before you start these tasks, stop for a minute to reflect on the ethics of recruitment and hiring. Because you will be making inquiries, judgments and decisions that will affect people's privacy and their careers, your policies, procedures and practices should be clear. They should be legal and they should, in every respect, be fair, honest, sensitive and discreet. In practical terms, these concerns mean:

- Posting and advertising all job openings as widely as possible.
- Providing a clear description of what the job requires and honest information about all aspects of the job, including promotion forecasts and salary.
- Providing written guidelines for application and interview procedures, and holding to them. (For example, if your deadline for applications is set for August 15, don't selectively accept "some" applications from desirable candidates after the deadline. Better to extend the deadline across the board.)

- Keeping the trust after confidential information is exchanged and never giving broad hints to anyone — candidates included — about the contents of confidential placement papers.
- Keeping your cool under pressures from any side, such as pressures to hire this person or that one, pressures to make hasty decisions, pressures to reveal front runners or pressures to be less than scrupulous about confidentiality.
- Keeping the best interests of the district and its students uppermost in mind throughout the recruitment and selection procedure.

WRITE RECRUITING MATERIALS

Your ability to attract the right person for the job will depend to a large degree on the effectiveness of your recruiting materials. A careless approach to recruiting may result in a district's receiving a small number of applications and applications from less-qualified executives.

Care must be taken to see that:

- The **job description** accurately reflects what the job is all about and yet is not so specific that it rules out eligible candidates.
- **Advertisements** must be readable and appropriately placed.
- The posted **salary** shouldn't be so high or low that it turns off candidates.
- The **background information** you prepare about your district should attract candidates but not be deceptive.
- The **application form** should be designed to get the information you need.

The kinds of materials you need to prepare will depend on the nature of your search and your hiring needs, objectives and limitations — such as time and budgetary limitations. For example, if you plan to work with staff or community committees, you need to prepare guidelines for their composition, reporting procedures and general tasks.

In developing these materials, be sure to work closely with the new person's supervisor. He or she may know best what the job is like, what kind of person should be hired and how that person can best be recruited.

DEVELOP A JOB DESCRIPTION

"A job description," states the National School Boards Association in its manual School Personnel Management System (see Bibliography), "is a blueprint or guide for work to be accomplished. It is intended to meet the needs of both the staff member, who is to do the work and management, which must see that the work gets done."

A job description is not a policy statement, but a document intended to implement board policy. Once the board approves or "legislates" a job into existence, it is the responsibility of the administration to see that a job description is prepared.

Job descriptions should not be developed in a vacuum. If you are filling an existing position, for example, work with the current or former administrator and his or her direct supervisor to update and revise the existing job description as necessary. Seek advice from experts holding similar positions and contact the professional association that most directly represents the position. Consider working with as many staff members as possible who have responsibilities directly related or linked to the new position. And leave some latitude for changes based upon the expertise and insights of the person you select to do the job.

It is important to be as specific as possible when writing the job description. It is equally important, however, to leave yourself some room for negotiation or change. You can build latitude into your job description by first assessing your absolute minimum and maximum requirements for the job and then stating these requirements in terms of "preference." For example, if you prefer applicants who hold doctorates in educational administration, but it is not an absolute criterion, then you would write accordingly: "Ed.D. in administration preferred, but not mandatory."

When developing a job description, be sure it:

- Specifies the job's title.
- Indicates the kind and extent of skills, knowledge and abilities required by the job.
- Makes clear the job's position in the chain of supervision.
- Relates the job to its ultimate client — the student — and to the objectives of the educational program.
- Outlines the job's major performance responsibilities.
- States the terms of employment and refers to evaluative criteria for the job.
- Provides for a job review procedure.
- Perhaps includes space in which the incumbent, if there is one, can sign to show that he or she acknowledges the job description's content.

Sample job descriptions are provided in Chapter 5 to assist you. These descriptions have been edited to the format proposed by the National School Boards Association. Just as these job descriptions were developed to meet the specific needs of the districts that developed them, so must your job descriptions be tailored to meet your district's needs.

PREPARE AN APPLICATION FORM

A well-constructed application form can provide invaluable information about prospective candidates including information about a person's training and experience, involvement in professional organizations, certification and other basic data. Insight into a candidate's personality and motives can be gleaned when an application form requests that candidates write a few paragraphs expressing why they are interested in the position. "There is more gold in an application than most people realize," says Dr. Paul Salmon, Executive Director of the American Association of School Administrators.

A resume is usually not enough. Reason? Everybody sounds great on a resume — and resumes are all written in different styles and formats. It'll take you far too much time

to ferret out the basic information you need about each candidate, and you may not find some needed items at all.

"Since an administrator must be adept in written communication, there should be a writing assignment, perhaps as part of the application," Dr. Salmon adds. A starter idea for that writing assignment could very well be, "How do you feel your educational philosophy would enhance the effectiveness of our school district?" The application might also request some professional papers for review.

For these reasons, ask that interested candidates *write for an application form* and mail one promptly when requested. Better not accept telephone requests for application forms — except very close to deadline, if you must. Reason: Records of phone calls are easily lost in the shuffle and later on, it's hard to verify who was at fault when a would-be applicant claims he or she requested an application form but was never sent one. (Appendix G gives a sample application form.)

ANNOUNCE AND POST THE VACANCY

In advertising and posting the position opening, be sure to follow the requirements of federal and state law, the clauses about job posting in your negotiated agreements and any policies of your board that may apply.

Your ad should include:

- All pertinent information about the job and the school district.
- The requirements and qualifications for the job.
- Salary range, employee benefits and starting data.
- Details about application and selection procedures.

As in your job description, it is important to be as specific as possible when communicating pertinent information and candidate qualifications. But, if there are qualifications or other requirements that are negotiable, say so. This approach gives potential candidates a good feel for your job and, at the same time, communicates your willingness to be

THINGS YOU CANNOT DO OR ASK BEFORE YOU HIRE SOMEONE

During any pre-employment inquiry (which includes application forms and interviews), there are questions you shouldn't ask. Many questions may not be discriminatory in themselves, but they have the potential for discrimination under the right (or wrong) set of circumstances.

Obviously, questions related directly to race, color, sex, religion, age or national origin are taboo — *unless* they're what the Equal Employment Opportunity Commission (EEOC) calls "bona fide occupational qualifications." Questions about age and sex could be "bona fide," for example, if you are hiring an actress or fashion model. Or, questions about a criminal record could be "bona fide" if you are hiring for a position that would require a security clearance. Asking the wrong questions will be considered evidence of discrimination, should you be investigated by the EEOC.

One of the most important aspects of equal opportunity employment is the concept of "disparate effect": Any device you use or any question you ask that has the effect of screening out more minorities than non-minorities, even though you apply it equally to everyone, will be looked upon as discriminatory by the EEOC, unless it is *job-related* and you can prove it. (Griggs v. Duke Power Company, 1971).

Guidelines regarding what you can and cannot do or ask during any pre-employment inquiry are provided in Appendix H. If you do ask any questions or do anything that is listed in the "Cannot Do or Ask" column, be sure you can answer "yes" to the following questions.

- Is it job-related?
- Does it avoid screening out a disproportionate number of minority applicants?
- Is it necessary to make an employment decision?

flexible in order to accommodate the unique capabilities and needs of each candidate. Ultimately, it will assist you in hiring the best person for the job.

About those salaries: Don't beat around the bush. One nationally-known executive search consultant advises: "Don't be coy about salary. Don't ever — in advertisements, in a brochure, in an announcement or in any other place — write 'salary negotiable' or 'salary determined by qualifications.' (School administrators) are no different from other good people. They are a combination of idealism and pragmatism, and they are not mind readers. Salary is a major determinant in a good administrator's decision to apply for a job, and neither the administrator nor placement officers in far away universities have any way of telling whether 'salary negotiable' means $23,000 a year or $48,000 a year. So be specific, and remember that, generally, the best administrators command the best salaries, and you want the best candidates your salary can attract."

For that same reason, don't announce a starting salary that's lower than the one you end up offering your finalist. If you advertise a position for $30,000 a year and end up paying $37,000 a year, your board will have cheated itself out of the opportunity to choose from a bigger and better field of candidates who doubtless would have applied had you made known the higher salary in the first place. That's not to say that you must be inflexible when you find the right person for the job.

About those ads: Where should you place advertisements? If you are running a national search, advertise in a widely read, national or regional newspaper, like the Sunday edition of the *The New York Times* if you're on the East Coast, *The Los Angeles Times* or the *The San Francisco Chronicle* if you're on the West Coast, and papers like *The Detroit Free Press*, *The Cleveland Plain Dealer*, *The Atlanta Constitution*, or *The Chicago Tribune*, as appropriate to your area and the scope of your search. Regional editions of the *Wall Street Journal* are another good bet.

In addition, AASA's *Job Bulletin*, published every six weeks, carries vacancies for school administrators free of

charge. Ad copy must be submitted no later than the Friday two weeks before each publication date. You can call AASA for up-to-date information about deadlines. *Job Bulletin* is mailed to the entire AASA membership and is a well-known vehicle for publicizing your vacancies to school administrators across the country. The National School Boards Association's two monthly publications, *The American School Board Journal* and *The Executive Educator*, and AASA's *The School Administrator*, carry paid ads. Deadlines come early; however, monthly magazines often need two months' lead time for advertisement copy. (See Resources for AASA and NSBA addresses and phone numbers.)

Many state school board and administrator associations also have newsletters which carry announcements of administrative openings on request.

Finally, the information about administrative positions in Chapter 5 offers possibilities for advertising specific jobs and positions. The professional organizations in each field will also be useful resources in determining just where and when your ad should appear to attract the candidates you want.

Chapter 3

Selecting A New Team Member

The "selection" stage. Here's where all your preparation comes together and you begin to deal with information and people. Applications must be processed and screened; interviews must be conducted and choices made.

You want to assure the right selection because the wrong person for the job can be costly to you and your school district. Therefore, your process for choosing must be more than subjective. It must be systematic and to the point. Let's begin with the morning mail.

PROCESS APPLICATIONS

Before the applications for the announced vacancy come in, sit down with the staff member(s) who will handle the incoming mail and express the importance of keeping all mail and file documents absolutely confidential. A file should be made for each applicant, containing the application forms, any other application materials, letters of recommendation, placement papers and notes on telephone reference checks. NO ONE should have access to them except those staffers specifically authorized to work with the files.

Also, make sure everyone understands that absolutely no information, neither explicitly, nor through broad hints or innuendo, must be leaked about who has or hasn't applied for the job or who's ahead. This type of security is *vital* — not only to protect the interests and credibility of the district, but most of all to protect the applicant, who may be forced to withdraw if news leaks out prematurely.

As the applications arrive, each should be reviewed and qualifications checked. For those applicants that meet qualifications, letters acknowledging the receipt of their applications and materials should be sent as soon as possible. These letters should be brief and should simply let them know what will happen next. For clearly unqualified candidates, letters should be mailed giving the reason for disqualification.

After the application deadline, a list of candidates eligible for consideration should be prepared and given to the person or committee screening the applications.

SCREEN THE APPLICANTS

The screening process involves several steps. First, you need to sift out the best 10 to 12 applications. If you are screening applicants "in committee," be sure each member reads every application — no "splitting up" files. This sifting often comes through the process of eliminiation — ruling out applications of candidates who don't excel in such things as professional preparation, relevant experience and other requirements for the position. Then, you need to conduct in-depth investigations including background and reference checks, on each viable candidate. After checking carefully, you should decide on possibly six or eight candidates to interview. Notification letters should be mailed to those candidates not selected.

Screening should be based on well-defined standards that relate to the job — not with any preconceived notions about what kind of-person "should" be selected. It's only natural to want either a duplicate or the complete opposite of the person leaving the job — depending on whether the part-

ing is an amiable or a bitter one! These standards should have been worked out as you wrote the job description and decided on the qualifications in your advertisement.

In some cases, school districts use committees composed of district staff to screen administrative applications. Williard S. Elsbree and E. Edmund Reutter, both professors at Teachers College, Columbia University, explain it this way:

> Ultimate responsibility for the selection of candidates for professional positions must rest with the chief administrator, but there are many advantages to be gained from the participation of other members of the staff in the selection process. The firsthand knowledge possessed by co-workers and immediate superiors concerning the job requirements and personal characteristics needed for success will substantially improve the possibility of selecting the best personnel for positions in the school system.

Some districts have a general policy on which the selection of screening committee members is based. Other specifically designate the members of the screening committee for each administrative post.

A general policy might specify the following people:

- The immediate supervisor of the position
- The director of personnel services
- The division or department head, or the associate superintendent under which the position falls
- Additional personnel to assure consistency with EEOC guidelines

The policy of the Fort Wayne, Indiana, Community Schools specifies separate screening committees for three categories of administrators:

For guidance coordinators and counselors, assistants to the principal and athletic directors:

Director of student services, (committee chairperson)
1 - Senior high school principal
1 - Junior high school principal
1 - Assistant to the principal
1 - Guidance coordinator

1 - Athletic director
1 - Guidance counselor, senior high
1 - Guidance counselor, junior high

For secondary administration:

Director of personnel, (committee chairperson)
Assistant superintendent
Director of secondary education
Director of junior high schools
1 - Senior high school principal
2 - Junior high school principals

For elementary administration:

Assistant director of personnel, (committee chairperson)
Assistant superintendent
Director of elementary education
2 - Regional directors of elementary education
2 - Elementary school principals

About Those Reference Checks

If done right, reference checks can provide you with more information about an applicant's qualifications than any other source — information that may be more objective than that supplied by the candidate. By asking the right questions, you can learn about a person's character (integrity, values, reliability, loyalty, etc.), aptitudes, relationships with other people, energy level, progress in the job, leadership ability, sense of responsibility, ability to meet deadlines, resourcefulness, general and specific knowledge and skills and personality factors — such as aggressiveness, initiative and self-confidence.

But getting this information is often difficult and gets more so every day. Not wanting to risk law suits, former employers are often reluctant to answer questions by phone. And few former employers will put derogatory information in writing.

Here are some suggestions for getting the most from your reference checks:

- Before you call anyone, make sure your candidate knows and approves.
- Try to talk with the supervisor or person directly responsible for the performance of your candidate.
- If speaking by telephone, identify yourself and your purposes. If the person wants proof of who you are, you might have him or her call you back at your office.
- Start off slowly. Ask to verify factual data, dates of employment, duties, authority, responsibility, salary, etc.
- Then, get into areas of personal performance, character and personality. Ask open-ended questions that will give you insights into a candidate's relationships with others, spirit of cooperation, motivation, self-confidence, reliability and more.
- Ask for examples of a person's strong and weak points.
- If appropriate, explore the person's reason for leaving.
- Listen carefully throughout your conversation for anything — like hesitations or a negative tone of voice — that might tell you something the person is not saying. Read between the lines.
- And, finally, if you are making a check with personal references, don't be too skeptical about what they tell you. Often, these people are not just close friends, but are people the candidate admires and respects. If so, they are usually people with above average integrity and can be frank and objective about unfavorable information.

It's good to make three or more reference checks to prevent the possibility of bias either *for* or *against* the candidate. If you get negative information from one source, ask questions of other sources that would confirm or contradict it.

About Those Letters of Recommendation

Letters from former employers or personal references can be useful if you read them with an awareness of their inherent limitations. The main problem with such letters is that the degree to which they give valuable information about a candidate is tied to the writer's ability to communicate. That is, a good writer can make anyone sound good; a poor

writer can make a superior candidate sound inferior. Also, the quality of the reference depends on how much time the writer has to devote to the effort. If the writer is pressed for time, the letter will be less informative.

Letters of recommendation can give you varied information — some you might need, some you might not need. It's better to seek other means of verification of a candidate's qualifications and qualities, such as personal correspondence or telephoning.

Prepare for Interviewing

Interviewing should be one of the more enjoyable evaluation procedures in the selection process. But before you sit down with a candidate, there are some things you should do in preparation.

First, call the six to eight candidates selected during your screening to verify that they are still interested in the job. If you're working with a committee, be sure that *all* members of the committee can attend *all* interviews. If some members interview only some candidates, you won't have a valid basis for comparison later on.

Also, be sure to allow plenty of time for conducting the interviews in a calm, unhurried atmosphere. You are asking people to travel to meet with you, sometimes over considerable distances. It's only courteous to give them your undivided attention for as long as it takes to give candidates and you a fair chance of getting to know one another. Try not to schedule interviews too closely together and try to schedule no more than two or three a day. In most cases, the district should offer to pay for a candidate's travel, lodging and meal expenses when traveling some distances is required.

Next, compile a list of important questions you want to ask. These questions should not duplicate the information you already have from the applications: They should be follow-up questions that broaden what you already know. If there is to be more than one interviewer, make sure each has a

chance to suggest questions for inclusion in the list. (See pages 38 and 39 for sample interview questions.)

When preparing your list of questions remember again that there are certain things you may not ask of any candidate, such as questions about religious convictions, babysitting arrangements for children, age, national background and similar non-job-related matters which are off limits (See Appendix H — "Things You Can and Cannot Do or Ask").

Prepare to ask roughly the same questions of each candidate. Otherwise, you will not have a valid basis for comparing interview results. And if you are interviewing "by committee," assign a particular line of questioning to each committee member, to assure that all questions, sooner or later, are asked each candidate.

Then, just before interviews, read through the background material and other information assembled in each candidate's folder and review the questions you will ask. If there is more than one interviewer, each should be given a copy of the final review "instrument" for each interview.

CONDUCT THE INTERVIEW

Dr. James Van Zwoll, writing in *School Personnel Administration,* shed light on how an interview should be approached:

> The interview is not a check on the validity of the information secured; it is rather an opportunity to fill in some of the blank spots and to round out the picture of the applicant, to fill him/her in on some aspects of the school district while noting reactions to the information provided, and to give the person an opportunity to ask questions about which he/she will have to be satisfied before accepting employment.

AASA Executive Director, Dr. Paul B. Salmon, also sees the interview as an opportunity to gain key information about a candidate that you might not otherwise get, such as information about a candidate's appearance, logical thinking, likes and dislikes, common courtesy, manners and assertiveness.

SAMPLE INTERVIEW QUESTIONS

Listed below are some suggested areas of questioning during an interview. If you are interviewing "by committee," you may want to assign each committee member a particular group of questions. This approach does not mean that you should follow a rigid interview format. Questions should follow each other naturally, and you should pursue any topic that brings out revealing responses. However, by assigning a line of questions to each committee member, you will run less risk that certain aspects of the candidate skills, knowledge or attitudes will be missed.

1. **Philosophy of School Administration and Organization**

- What do you consider to be the most important duties of your job?
- What do you consider the primary responsibilities of your position in providing leadership for the district?
- To what extent do you think your duties can be delegated?
- How would you react if your superior opposed something that you believe to be in the best interests of the district?

2. **Community Relationships**

- How do you see the role of your position in developing community support for the schools?
- Explain how you would contribute to keeping the public informed.

3. **Improvement of the Educational Program** (as appropriate to position)

- What do you consider to be your responsibility in evaluating and improving the educational program?
- What do you consider some of the major problems and obstacles in establishing a quality educational program?
- How would you go about overcoming these problems and obstacles?

4. **Professional Growth**

- To what extent do you believe concern for staff welfare is important to a good school system?
- Would you encourage your subordinates to seek in-service training? How?
- Would you take steps yourself to stay abreast of developments in your own field? How would you schedule your time to do so?

5. **Relationships With Youth, Subordinates and Minority Groups**

- How would you improve the school district's — and your department's — attitudes toward and relations with young people, people in subordinate positions, women and minority groups?

6. **Professional Contributions**

- What do you think has been your most outstanding contribution to your present school district?
- What, specifically, would you still hope to accomplish there?

7. **Miscellaneous**

- What do you think of some of the major trends in education today?
- When would you be able to begin work, if you should be chosen for this position?
- Why are you interested in this position?

When conducting the interview, the first thing you should do is establish rapport. The candidate is naturally tense, so a little light conversation at the beginning will help put him or her at ease. You can ask how the candidate became interested and applied for the job. Or, you can select an item of common interest from the application to chat about — such as the home town or mutual acquaintances.

When asking your questions, inject a bit of humor — *if* it comes naturally. Encourage the candidate to ask questions and listen carefully to the questions. Through listening, you will get indications of his or her concerns and interests. Be honest when you tell the candidate about the job — what you see as its high points and low points.

In closing the interview, explain what happens next in the selection process and when the candidate might expect to be contacted.

About Interviewing and Rating Candidates By Committee

The interviewing committee can be the same or different from the screening committee. Dr. Salmon suggests that school districts seriously consider conducting a group interview in which the interviewers use a rating sheet to give candidates a score of one to five on key factors. Then, he recommends "throw out the top rating and the bottom rating for each candidate to avoid any possible bias and average the remaining three." That procedure eliminates the possibility of a person's not being judged fairly — for example, simply because he or she "doesn't know the right people."

The key factors on your rating sheet should include the criteria you deemed important as you developed your job description. The "Committee Rating Form" on pages 42 and 43 is used by the Covina Valley Public Schools in California.

When using this form, those engaged in the screening process can rate each candidate on the training and experience factors in Section I by referring to application materials — the letter of application, the application form and

resume, and other confidential papers submitted by the applicant. Then, those interviewing the candidates can rate them on the factors presented in Sections II and III.

For the selection process to be successful, Dr. Salmon emphasizes, those who screen and interview should receive inservice training in these procedures, on how to use the rating form and in analyzing a candidate's responses.

About Testing Applicants

Testing, as you know, is a sensitive business. But for certain positions, some tests or job simulations might be considered to give you a better idea of the candidate's thinking and abilities.

For example, you might ask an applicant to evaluate and assess a program or practice in your school district as a sort of field test. You might conduct a conference test wherein applicants hold a conference with their potential staff to discuss a program or procedures. There are also supervision tests in which an applicant for a position, say that of principal or assistant principal, would view and rate a previously analyzed video tape of a teacher.

SINGLE OUT THE FINALISTS

After interviewing your six or eight best candidates, try to narrow the field to *two* finalists — no more, no less. More finalists will only confuse the picture and may prompt a top candidate to withdraw if he or she thinks the field is still crowded after in-depth interviewing.

Deciding on fewer than two finalists — in other words, taking the plunge and considering only one from here on — closes off some valuable options for the district. It prematurely excludes other promising candidates before you know for certain whether your "chosen one" is right for the job.

"COMMITTEE RATING FORM"

APPLICANT _____

DATE _____

POSITION _____

If you assign any one "fail" rating, it means you would not hire the candidate. If a majority of raters "fail" the candidate, he or she will be rejected from further consideration.

RATING SCALE

91-100 Endorsed with enthusiasm

81-90 Endorsed with confidence

70-80 Endorsed

65 Insufficient qualifications for endorsement

60 Definitely not endorsed

FAIL PASS

SECTION I — TRAINING AND EXPERIENCE FACTORS	Weight	Rating
A. Organization And Management Skills. Displays skill in organizing and performing duties assigned. Has ability to identify problems, assign and work within valid priorities. Able to delegate responsibility. Shows administrative initiative.	1	_____
B. Academic Preparation. Shows evidence of breadth and depth of scholarship, self-motivated and continuous professional growth in keeping abreast of current trends, methods and publications appropriate for this position.	1	_____
C. Professional Experience And Growth. Extent to which candidate takes advantage of opportunities for professional growth; quality and appropriateness of experience for this position.	1	_____

SECTION II — PERSONAL AND PROFESSIONAL QUALIFICATIONS

A. Appearance And Manner. Appropriate choice of clothing and good grooming. Show friendliness, courtesy, poise, confidence, tact and enthusiasm.	1	_____
B. Voice, Speech And Ability To Present Ideas. Voice quality pleasing and speech clear and distinct. Conducts meetings and speaks well before an audience. Adequate and appropriate vocabulary. Is logical and to the point. Able to exchange ideas with people of varied backgrounds.	1	_____
C. Mental Alertness, Creative Ability And Originality. Alert and responsive. Grasps essential points quickly. Understands new ideas. Has own ideas and is prepared to substantiate them.	1	_____
D. Ability To Get Along With Others. Displays the necessary leadership characteristics for the position. Holds an opinion or point of view with assurance and a spirit of cooperation without giving offense. Gains the cooperation of others. Reacts well under tension.	1	_____
E. Emotional Balance And Maturity Of Judgment. Displays good judgment, emotional maturity and a sense of humor. Approaches questions with an open mind. Distinguishes between the important and unimportant. Capable of making a decision and coping with emergencies.	1	_____
F. Professional Attitude And Ethical Standards. Shows professional integrity. Has an acceptable code of professional ethics. Handles confidential material appropriately.	1	_____

SECTION III — OVERALL FITNESS

A. Overall Fitness For The Position. This rating is not necessarily the average of the items listed above. It is an overall summary as to the training, experience, personal and professional fitness of the candidate for this position and your prediction of his or her success in it.	3	_____

At this stage, maintaining total silence on who your two finalists are often becomes impossible — and indeed impractical. If you ask the two finalists to travel to the district a second time for an interview with the board, for example, it's only realistic to acknowledge that the applicant's home district probably will know.

Moreover, at this stage, you will have to do some careful checking with the finalist's current employer and peers to find out what co-workers think of the candidate before making your final choice. Again, before making these contacts, seek permission from the finalists. Let them know that you may no longer be able to maintain the confidentiality of their candidacies.

MAKE YOUR FINAL CHOICE

To make your final choice, you might want to repeat any of the procedures in the selection process you have undertaken thus far. Or, you might want to try something you haven't done, like visiting the candidate's home district or interviewing the candidate's spouse.

Once you decide — to avoid possible confusion and embarrassment — refrain from making any public announcements until you are certain the person selected will accept the job. Without a firm commitment to signing a contract, you may proudly announce your choice, only to have the chosen person back out at the last minute. Then, even if you can still persuade your other finalist to take the job, he or she will possibly feel uncomfortable about being known publicly as your second choice, and you could be off to a bad start. So before offering the job to your best candidate, call both finalists one last time to verify their interest and that they would accept *if* chosen. And finally, offer the job to your best candidate.

Chapter 4

Employing Your New Executive

Congratulations to you and your new administrative team member. The selection process is basically over and your job is almost done. *Almost* — because you still need to do some things to make the hiring official. And as you probably know, the job of hiring doesn't end with the signing of an employment contract.

SEEK BOARD ENDORSEMENT OR APPROVAL

Who does the actual hiring will depend, in large measure, on the type of position and on the recruitment and hiring policies of your board. In most districts, the superintendent will have the authority to select the person for the job. It will be the superintendent who will make a recommendation that the board endorse this person's employment by the district. In a few districts, it may be the board's policy to accept a "slate" of finalists from the superintendent and make the choice.

Whatever the hiring policies and practices in your district, remind everyone involved that it is important to keep all options open as long as possible. "No one is hired until a

contract has been signed," says consultant Carroll Johnson. "Don't tell anyone he or she is out of the running until the dotted line has been signed." Discretion must continue until your top finalist has signed a contract and you make the announcement.

SIGN THE EMPLOYMENT CONTRACT

Exactly when the employment contract is signed does not matter — as long as it's signed *before* you make a public announcement. It can be signed immediately after the candidate accepts the job, after which the board will officially approve the contract. Or it can be signed after the board endorses or approves the appointment.

Before signing the contract, go over each aspect of it with the new team member and allow time for questions and answers. If any changes need to be made, make them on the contract, having each of the signing parties initial these changes. Or, if time permits, draw up a corrected contract to be signed.

ANNOUNCE THE APPOINTMENT

After the board endorses the new administrator's employment and after the contract has been signed, the superintendent should formally announce the appointment. The board and superintendent may wish to develop a policy for announcements of new additions to the administrative staff. This announcement should be made as quickly as possible to district staff. The person's home or former district should also make the announcement to staff and community. As a matter of simple courtesy, people in the home district should not find out about the appointment "second-hand."

News of the appointment should be shared simultaneously with your community. A news release, prepared in advance of the formal announcement, will help. Included in the release should be comments about the new administra-

tor's qualifications and responsibilities and initial welcoming statements from the board president, the superintendent or other appropriate people. (See sample news release on page 48.)

Directly following these announcements, telephone the top six or eight candidates — the ones you asked to come in for an interview — to advise them of the decision. Then, follow up within two or three days with a courteous personal or form letter to all qualified applicants, thanking them for their interest in the position and complimenting them — as a group — on their fine credentials. This is a matter of professional courtesy. Besides, if your district acquires a reputation for being insensitive to job applicants, you may not get much response to future announcements of vacancies.

CLOSE OUT APPLICANT FILES

In the relief and euphoria of making your final choice, forgetting about little loose ends around the office is easy. Don't.

Because of EEOC concerns, it is recommended that an employer maintain applicants' employment records for up to two years. Maintaining the records, including screening committee records, is a good precaution in case your selection is challenged in the courts. Then, you may either destroy these files or return applications and other materials (such as professional papers). You'll also need to return any confidential placement papers to the placement offices that sent them or have them destroyed. These papers, of course, must never be sent to the applicants themselves.

Keeping copies of the applications of candidates you may want to contact in the future is also useful. If you do maintain such files, keep them under lock and key.

SAMPLE NEWS RELEASE

For immediate release:

PIKE COUNTY SCHOOL BOARD
NAMES ASSISTANT SUPERINTENDENT
FOR PERSONNEL

The Pike County Board of Education announced today the appointment of Edward Evans as Assistant Superintendent for Personnel.

George G. Jones, president of the Board of Education, and Superintendent Arnold Smith called Evans an "excellent administrator, educator and 'people' person" in announcing his appointment.

Evans has been assistant personnel director for the Xerox Corporation in Chicago for the past five years. He also taught personnel administration to local industry executives and was a teacher in the Pike County school system before returning to school in 1972.

Evans holds a master's degree in educational administration from the University of Mississippi and a six-year certificate in personnel administration from the University of Southern Mississippi.

He replaces John T. Smith who retired after 14 years as Assistant Superintendent for Personnel in Pike County.

Evans will begin on July 1. He, his wife, Ann, and three children will move to McComb in June.

For more information contact:

Howard Barnes
Director of Communications
Pike County Board of Education
601/534-9737

WELCOME THE NEW ADMINISTRATOR

As soon as possible, arrange for a meeting between the new administrator and the people with whom he or she will be working closely. Again discuss the job description. Begin the objective-setting process. Ask and answer any questions. Set a tone for open communication.

Also reflect for a moment on the fact that as your district's needs change, so must your administrative team. For the team to work and grow to its full potential, it must grow and change with each new addition, with each change in assignment of tasks. Everyone will benefit by making the new person feel a part of the team and giving the kind of support that nourishes creativity and enthusiasm — without which no district can be truly excellent.

This "support" can take many forms, including providing the new administrator with:

- Adequate support staff to accomplish job responsibilities
- Enough authority to accompany assigned responsibilities, make the necessary decisions and take the necessary actions
- An opportunity for participation in district goal setting and decision making
- Evaluation and feedback regarding job performance
- Recognition of a job well done
- Professional development opportunities

Providing opportunities for the new administrator to develop needed knowledge and skills is one of the most supportive actions you can take. Professional development for administrators has become increasingly important as educational executives face more challenges. Administrators must keep up with ongoing changes in technology, laws, regulations and management methods. Therefore, administrators should participate regularly in workshops, seminars, conventions and other meetings that address key issues. Development is so important to some administrators that they will not accept (and often do not stay on) a job that does not provide for continued development.

So, to keep your new administrator informed, performing at optimal capacity and growing happily in the job, provide funds for development and encourage him or her to pursue development activities.

EVALUATE YOUR EFFORTS

After all is quiet, ask yourself, "How well did we do?" If the various steps in the selection process were undertaken by committees, you may want to meet and discuss with committee members how effectively each step was planned and completed. If you evaluate the process each time you fill an administrative vacancy, it won't be long before you can determine which selection procedures work best for your district. Keep a tally on your successes and failures and study the reasons for each. For administrative staff members who resign, you might include questions about the selection procedure in their exit interviews. Your success ratio should improve through evaluation — so should the quality and professionalism of your administrative team. Most important, the quality of education in your school district also should improve.

Chapter 5

Administrative Positions

The administrative positions described here are listed by function. Each includes qualifications, recruitment information and professional organizations that might be of further assistance in finding the right person to handle the responsibility. A sample job description is included for each position. The requirements of a position may vary from one district to another so actual job descriptions may vary.

Most of these functions need to be performed in all school districts, regardless of size. In some districts, an individual or separate department might handle the functions. In other districts, functions might be combined under one administrator. Nevertheless, it is important to understand the scope of each administrative position and the type of individual that would best meet the responsibilities.

Much of this data was collected in a nationwide survey conducted by AASA. Various professional organizations are listed for administrators who deal with specific functions. Many of those administrators are also members of the American Association of School Administrators.

PERSONNEL — "PEOPLE" PEOPLE

In assembling a school administrative team, your district's personnel director often does most of the work. Inevitably, the personnel director will have the most professional

expertise in recruiting, screening, interviewing and hiring qualified candidates to fill those important positions on your organizational chart.

But what if the job your district needs to fill *is* the position of personnel director? Where will you find good people to find good people? And what qualities should you look for?

Personnel directors, according to AASA's survey, generally have backgrounds in industrial personnel management, public communications and educational administration. They have been superintendents, elementary and secondary principals; some have been university professors. It's difficult — if not impossible — to pinpoint a single "direct" route to a career in school personnel administration.

What can be identified, however, are the professional training and personal qualities that seem to contribute to making an effective school personnel director. One survey respondent described the ideal candidate this way: "Leadership ability, creativity, willingness to learn and adapt and considerable expertise in personnel management."

That's quite an order to fill, but your district's personnel director has to fill it — and to do more besides. Specifically, he or she must combine a background in personnel administration with a comprehensive knowledge of *all* aspects of school district management — not just personnel. This person must be able to apply a knowledge of law, labor relations, salary and benefits administration, evaluation procedures and grievance administration to the infinitely varied "human relations" that make your school system work.

Standards and expectations have changed in recent years.

R. Oliver Gibson, professor of education in the Department of Administration at the State University of New York at Buffalo, finds that in the past 10 to 15 years a definite shift in emphasis on specific skills has taken place.

Gibson, who in 1965 co-authored *The School Personnel Administrator*, says that before the 1970s recruitment of scarce teachers was a top priority and "districts thought that 'hard-nosed' business types made the best personnel directors." In the early and mid-'70s, however, as contracts, nego-

tiations and legislative activities assumed more importance, some districts sought personnel heads with extensive legal backgrounds.

"Now there's been yet another shift," Gibson observes. "With more staff members remaining in school districts longer, the emphasis has moved from an outward, *recruitment* orientation to a more inward one. The 'people-type' concerns of a district's staff and the need to maintain their productivity, support their morale and motivation and provide opportunities for continued professional growth have taken on a greater importance. As a result, there's now a demand for more 'people-oriented' personnel directors; this means that training in the social and behavioral sciences must be a significant part of their backgrounds." Districts in the AASA survey confirmed this new demand for "people skills": "sensitivity, accessibility, empathy, good communications skills, tact and honesty" were among the most important personal qualifications.

Professional Organizations

Although the American Association of School Personnel Administrators (AASPA) does not operate a referral service, it can provide districts looking for personnel directors with some useful resources, including professional guidelines for the position. The 26 state and regional chapters of AASPA also can serve as recruitment resources. (American Association of School Personnel Administrators, 6483 Tanglewood Lane, Seven Hills, OH 44131, 216/524-3030 — 1,000 national members representing district personnel directors, negotiators, personnel specialists, superintendents and other personnel administrators; has 26 state and regional chapters; publishes the *AASPA Bulletin* five times yearly; does not have an official job placement service, but advisory services are available through national and state chapters.)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Assistant Superintendent for Personnel

QUALIFICATIONS:
Education

1. Required: Master's degree in educational administration with a balanced program of courses including administration, personnel, law, finance and curriculum or appropriate training and experience in other personnel management positions.
2. Preferred: Doctorate or six-year certificate in educational administration and personnel administration.
3. Alternatives to the above qualifications as the board may find appropriate and acceptable.

Experience
Minimum of five years teaching and administrative experience, school management and general education.

REPORTS TO:
Superintendent.

SUPERVISES:
Director of personnel services, personnel professionals and clerical staff.

JOB GOAL:
To search out and receive the best qualified *personnel* for the several tasks in the school system. To direct the operation and administration of the entire personnel program for the system.

PERFORMANCE RESPONSIBILITIES:
Personnel Related

1. Conducts research relative to salary, manpower and related matters.
2. Directs the operation and administration of the entire personnel program.
3. Furnishes the superintendent and the board with information related to the practices and needs of the personnel office.
4. Coordinates with all other divisions a program for recruitment, selection, evaluation and retention of qualified, certified and classified employees; coordinates the screening process for all promotions.
5. Cordinates development of statements of duties, responsibilities, functions, authority and working relationships of each job classification; devises "meet-and-confer" strategy for management, including proposals.
6. Maintains current records of all personnel employed in the school system, records of all proposals and counter-proposals during "meet-and-confer" meetings and effective communication systems between and among organizational levels.

7. Provides leadership in the planning and coordination of wage and salary administration and in the development of inservice programs.
8. Monitors personnel policies, practices and plans including selection, classification, assignment transfer, compensation, leave and related areas.
9. Serves as administrative officer of the Civil Service Commission representing the district administration in all adverse and grievance hearings; and as the board representative and consultant with attorneys in all court, EEOC and OCR cases; acts as chief advisor to management concerning all union and association activities or problems with certified and classified personnel.
10. Administers the school district's management-employee relations program.
11. Administers employee benefits programs.
12. Performs related duties as assigned and as circumstances require.

Financial

1. Serves as payroll budget officer.
2. Sets salaries for all employees based upon established schedules and procedures.

Continual Relationships

1. Employees in other units of system.
2. General public, community, professional associations.
3. Federal and state governmental agencies.
4. Unions.

Frequent Relationships

1. Student.
2. Parents.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated annually in accordance with the provisions of the board's policy on the evaluation of administrators.

STAFF DEVELOPMENT — AN EMERGING SPECIALTY

As the preparation and continued training of teachers, administrators and other school personnel have become national issues, in-district staff development efforts are becoming major concerns of boards and administrators.

Many districts choose to combine the activities of staff development with those of their personnel, instruction or curriculum departments. But others now include a full-time staff development director on their administrative team; as more of these specialists emerge, professionals think this organizational trend will continue.

"The staff development profession is very much in a process of growth," says one director. "As more and more is demanded of teachers — think only of the new laws on the education of handicapped children for example — it becomes more and more necessary for school boards to help their staff meet those demands. We're playing catch up as it is."

Finding the One You Need: Qualifications and Recruitment

For every staff devlopment director that went from being a teacher to being a principal to his or her current job, there's another who took a different route. Staff development directors often have "created" their own jobs. "It's an ideal field for an educator who's independent, creative and challenged by helping other educators grow," one administrator said. "But there has to be a strong commitment — money-wise and policy-wise — from top management."

What qualitites make an effective staff development director? First, a thorough, inside knowledge of the work teachers and administrators do, the problems they face every day and the decisions they must make. Second, a thorough, professional understanding of how adults learn and third, well-developed human relations and communications skills.

Staff development directors in districts repsonding to AASA's survey came from a variety of professional backgrounds. Some were specifically trained in staff development, teacher education or instructional design; others came to the profession from other administrative and teaching specialities.

Professional Organizations

The increasing importance of the staff development administrator is reflected in the growth of the National Staff Development Council which, after incorporating just six years ago, has 500 members. Although it does not offer an organized personnel service, the council's monthly newsletter, *The Developer*, lists vacancies and can be an effective

recruitment resource for school districts. (National Staff Development Council, 206 Oak Hill Drive, Oxford, OH, 45056, 513/523-6029)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Director of Staff Development

QUALIFICATIONS:
1. Master's degree with emphasis in educational psychology, diagnosis and prescription of learning problems, teacher education and/or staff development.
2. A minimum of five years experience as an educator.
3. A minimum of three years experience in educational administration.
4. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Superintendent.

SUPERVISES:
Professional, clerical and secretarial staff of the staff development department.

JOB GOAL:
To improve classroom instruction through a loaned inservice program designed to help all staff members grow professionally and improve their skills.

PERFORMANCE RESPONSIBILITIES:
1. Translates the objectives of the staff development program into concrete guidelines, methods and plans.
2. Develops in each employee an understanding and acceptance of the importance of continuing education to improve performance, and assist, when needed, in developing professional growth plans.
3. Conducts periodic assessments of the development needs of *all* categories of staff. Plans, organizes and implements staff development (inservice) activities to meet these needs.
4. Publicizes the offerings of the staff development program.
5. Coordinates district staff development programs with area programs. Maintains a calendar of all scheduled activities.
6. Maintains a file of resource people from inside and outside the district who have special skills and can conduct workshops for teachers and other employees. Plans training programs to help local resource people conduct workshops.
7. Plans and implements an upward-mobility program for secretarial, clerical and maintenance operations personnel.

8. Plans and implements on-the-job training for new employees.
9. Plans and directs pre-service training for new employees.
10. Works closely with the Equal Employment Opportunity officer to see that to affirmative action are removed through inservice activities.
11. Evaluates all inservice activities and makes necessary modifications so that inservice will become an integral part of everyone's job and an accepted activity for all employees.
12. Estimates the annual financial needs of the program and prepares a budget. Sets up and maintains records. Files an annual comprehensive report with the superintendent.
13. Performs other tasks as directed by the superintendent.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated annually in accordance with the board's policy on the evaluation of administrators.

COMMUNICATIONS/PUBLIC RELATIONS — KEEPING THE LINES OPEN

Without exception, "the ability to communicate" is mentioned as one of the top qualities school districts look for in all their executives, whether they are principals, business managers or bus supervisors. It stands to reason that the job of school district communications director would demand truly extraordinary "people skills" and talents and so it does.

What does it take to be top-notch school communicator?

- "Ideal" communications directors are first of all strategists and wise advisors and counselors to their superintendents and their board.
- Second, they are good speakers and writers: to the point, wary of jargon and well-informed.
- Third, they have excellent coordination, management and delegation skills. They work frequently with freelancers and must be able to motivate them to do the job right —without doing the job *for* them.
- Fourth, they are politically aware: They know the internal and external power structures, the unofficial organizational charts.

- Fifth, they have genuine empathy and a desire to serve.
- Sixth, they are able to handle being in the spotlight when necessary.
- Seventh, they are highly intelligent, able to grasp facts quickly and interpret them clearly to others and can inspire confidence because they know their facts.
- Finally, they are able to see "the whole apple" of education, not just a single slice or only the shine or the worms.

Remember, too, that "public relations" and "communications" are not necessarily the same thing. "Communications" is only a part of the picture. A good public relations director, besides being able to get out the news releases, is also a creative listener, a researcher, a counselor, a staff trainer and a conduit for socially responsible action in the community.

Educators with a good communications background, as well as writers and broadcasters with a strong interest in education, can be good candidates to learn public relations skills. The most important quality is the ability to work closely with and earn the complete confidence of the superintendent of schools and members of the administrative team. The communications executive must also earn rapport with staff, community and the media. "To be effective, that person must be involved in all substantive issues and serve as a full member of the superintendent's cabinet," adds AASA Associate Executive Director Gary Marx.

The background and skills needed by this administrator depend on what the job entails in your district. Some districts, especially larger ones, judge a journalism degree and professional media experience to be essential. They consider a background in schools an asset, but not a necessity. They also more and more often require a working knowledge of graphic arts, printing and photography. And, with the growing use of television (commercial, UHF and cable) in the schools, video production experience has become a factor.

Other districts, with different needs, may find that a trusted staff member — one who thoroughly knows the schools and the community, even though he or she may lack

some experience with today's communications methods and gadgetry — will work best for them. An earned degree in journalism, communications or public relations, however, is almost universally required.

Finding the One You Need: Qualifications and Recruitment

Many of these administrators come to their position directly from newspapers, broadcasting, publishing, advertising or trade associations. These sources should nbot be over looked when you're recruiting a new communications perosn for your schools. Professional journalism schools also can help. Many maintain "placement files" with current information about their graduates. And, there are some universities that have special master's degree programs in school public relations: Glassboro State College (New Jersery), Ball State University (Muncie, Indiana), Texas A & M University (College Station, Texas), Northern Illinois University (Dekalb, Illinois), and Northwestern and Columbia universities, among others. Graduates from these programs have been trained to work with and for schools, and if you're looking for an entry-level administrator, these schools might be a good source for potential candidates.

Professional Organizations

The National School Public Relations Association (NSPRA) maintains a personnel clearinghouse that can put employers in touch with NSPRA members who may match their job needs. To qualify for accreditation, candidates must pass oral and written examinations and have a minimum of three years practical experience in the field. Candidates that pass the exams are entitled to use the terms "NSPRA Accredited" or "ASPR" on correspondence and in publications. The Public Relations Society of America (PRSA) also offers an accreditation program for professional communicators,

who may then use the term "APR" beside their names. (National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209, 703/528-5840)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position.)

TITLE:
Executive Director of Communications

QUALIFICATIONS:
1. Bachelor's and master's degrees, one of which is in journalism or communications.
2. Work experience in the media or as a public relations professional.
3. Experience with publications, film, audio tape and video tape.
4. Alternatives to the above qualifications the board may find appropriate and acceptable.

REPORTS TO:
Superintendent.

SUPERVISES:
Communications staff.

JOB GOAL:
To direct the internal and external communications programs for the school system.

PERFORMANCE RESPONSIBILITIES:
Administration

1. Administers district-wide functions as designated by the superintendent.
2. Develops and directs a planned, systematic and continuous program of communications for the school district.
3. Directs the district's communications program on a local, state and national basis, with major emphasis on communications within the district, communications between school and home and communications between the district and the community.
4. Serves as a communications liaison between the press and the school system.
5. Is knowledgeable of major happenings within the district as a basis for accurate communications.
6. Arranges for press coverage at major district functions.
7. Organizes and plans regular meetings of the communications advisory groups.
8. Maintains a working relationship with community leadership and community organizations.

9. Serves as an advisor to the superintendent and as a member of the superintendent's cabinet.
10. Represents the school system at designated community, state and national functions.

Personnel

1. Works with administrators, staff members and community volunteers in planning and developing public relations programs and strategies for both one-way and two-way communications.
2. Plans, develops and maintains channels for communications with all staff.

Curriculum

1. Is well informed about school programs and activities as a basis for meeting communications needs.
2. Serves as a communications consultant for various district committees, such as the school improvement process committee and curriculum committees.
3. Aids in developing communications plans for curriculum adoptions.

Staff Development

1. Works with the director of staff development in developing and leading communications workshops needed and requested by the staff members.
2. Arranges for staff development opportunities for the communications staff.

Communications

1. Manages the operation of the communications department with direct responsibility for department personnel, budget development, materials and equipment.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this position will be evaluated annually in accordance with the board's policy on the evaluation of administrators.

BUSINESS — MANAGING THE BOTTOM LINE

"A school district's director of business affairs has to know about business *and* education," according to Dr. Henry Yanklow, coordinator of school business management at Northern Illinois University and executive director of the Illinois Association of School Business Officials (IASBO). "An advanced degree is highly desirable, and they need training that has made them familiar with the special business needs of school systems. They need courses in school accounting, purchasing, maintenance and operation, school business man-

agement. These aren't the typical business director's job."

A school district's business director has a wide range of responsibility. A business director manages services that range from transportation to school lunches, data processing to financial planning and payroll to purchasing — the entire "bottom line."

The increasingly complex fiscal demands of school district operations increase the importance of professional school business education for all leadership team executives. Says Dr. Yanklow: "Every school administrator — from principal to superintendent — should get at least one or two courses in school business in their professional training."

Finding the One You Need: Qualifications and Recruitment

School business directors come from a variety of backgrounds, according to the AASA survey. They may be former business education teachers, assistant superintendents or purchasing agents. One school district chose a candidate and specifically trained him for the post. From outside the school system, business directors can come from careers in accounting, insurance and other areas of private industry. Whatever their backgrounds, they all combine business degrees in fields such as economics, accounting, educational administration and business administration with extensive professional experience in a school, business or private industry situation.

Professional Organizations

The Association of School Business Officials offers a variety of resources to help school districts hire business directors. Two publications, "School Business Administrators: Qualifications and Responsibilities" and "Competencies for School Business Officials" can help districts formulate job requirements and evaluation standards.

Two monthly publications reach 5,500 ASBO members and carry advertisements of job listings: the professional journal *School Business Affairs* and the ASBO Newsletter.

ASBO also maintains an ongoing job referral service, and a job placement center is a major feature of the organization's yearly national meeting. (Association of School Business Officials, 720 Garden Street, Park Ridge, IL 60063, 312/823-9320 — 5,500 national members; administers a professional certification program; sponsors regional continuing education and inservice training; publishes monthly journal, *School Business Affairs* and ASBO Newsletter; national conference features range of seminars, workshops and training sessions, as well as a job placement center.)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Business Administrator

QUALIFICATIONS:
1. Bachelor's degree in education, management or accounting.
2. A minimum of five years experience in one of the above fields, including at least one year of experience in a supervisory capacity.
3. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Superintendent.

SUPERVISES:
Business office personnel, buildings and grounds director, transportation director, food services director and printing department manager.

JOB GOAL:
To administer the business affairs of the district in such a way as to provide the best possible educational service with the financial resources available.

PERFORMANCE RESPONSIBILITIES:
1. Supervises the financial affairs of the district, including handling of all funds, accounting and reporting procedures and long-range planning.
2. Administers, through the building and grounds director, operation of the school plant.

3. Administers, through the transportation director, the student transportation program.
4. Administers, through the food services director, the school lunch program.
5. Administers, through the printing department manager, the printing services for the district.
6. Acts as advisor to the superintendent in the preparation of the school budget and establishes a program of budget forecasting and control.
7. Develops and administers a program for purchasing supplies and equipment.
8. Assumes responsibility for the employment, job status and supervision of business office personnel.
9. Develops inservice training programs for business personnel.
10. Manages the district's real estate and insurance program.
11. Maintains an up-to-date inventory of school property.
12. Prepares all bidding documents, including notice to bidders, instruction to bidders, specifications and form of proposal.
13. Works to maintain effective district-community relations and interprets the financial concerns of the district to the community.
14. Consults with the superintendent and other personnel on questions relating to the district's business and financial concerns and performs additional duties as assigned.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this position will be evaluated annually in accordance with the board's policy on the evaluation of administrators.

TRANSPORTATION — COVERING THE TERRITORY

Getting children to and from school safely, quickly and economically has never been easy. Especially in rural districts covering many square miles, transportation is one of the costliest items in the budget and also one of the most frequent topics of public and board controversy. So, the person you'll need "at the wheel" of your transportation system should be steady, dependable, a good organizer, a diplomat, an economist and someone who can keep track of details without losing a sense of perspective. As a result, educational standards for new transportation directors are getting tougher. While most of the transportation directors working in districts that responded to the AASA survey do not hold college

degrees, more districts are requiring that undergraduate (and sometimes graduate) training in transportation services be part of the qualifications for future transportation directors.

In recent years, the job of transportation director has called for an increasingly sophisticated level of specialization. The scope of the position has expanded to include safety education, financial administration, energy conservation, public relations concerns and transportation/legislative efforts. As the job continues to expand, degree-trained directors probably will become the rule, rather than the exception.

Finding the One You Need: Qualifications and Recruitment

The scope of the job depends mostly on whether your district owns its own buses or whether you contract for bus service. In school districts using independent contractors, the job of "transportation director" may not exist at all. The responsibility for coordinating bus service may go to another team member, often the business manager, who will act as the district's liaison with its independent bus contractor.

But in districts that operate and maintain their own bus fleets, the transportation director usually has a slot on the organizational chart. Qualifications required by school districts responding to AASA's survey range from a high school diploma to a master's degree with specialization in transportation-related supervision and administration. One common note: *All* districts stressed on-tne-job experience — at least a year of it and in some cases, as many as five to seven years.

Professional Organizations

Two national professional organizations can provide recruitment resources to help locate candidates for this job. AASA's survey found that many district transportation directors have been recruited from independent bus contractors. The National School Transportation Association (NSTA)

represents 3,000 such contractors and bus operators with fleet sizes ranging from a single vehicle to 3,000 buses. Job listings may be advertised in NSTA's publication, *The National School Bus Report*, published four times a year. Although this association does not have an organized job referral service, it can provide recruitment and advisory services to schools on an informal basis. (National School Transportation Association, 9001 Braddock Road, Springfield, VA 22151, 703/323-5900.)

The National Association for Pupil Transportation (NAPT) has 680 national members, most of whom are school district transportation directors. A job bank service is one of the NAPT's planned activities, but until this service is officially launched, the association will offer informal recruiting advice to districts looking for qualified transportation directors. (National Association for Pupil Transportation, Box 486, Wichita Falls, TX 76307, 817/855-0862.)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Administrator of Transportation

QUALIFICATIONS:
1. Bachelor's degree.
2. A good organizer with a knowledge of sound business procedures.
3. Effective in promoting good employee relations.
4. Ability to work with people, to delegate authority and to communicate with the public.
5. Ability to respond quickly to emergency situations in a reasonable, rational and calm manner.
6. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Assistant superintendent for business.

SUPERVISES:
Transportation personnel.

JOB GOAL:
To administer the transportation-related affairs of the district in such a way as to provide optimum service, safety and energy savings.

PERFORMANCE RESPONSIBILITIES:

1. Interviews all applicants for bus driver positions as set forth in board guidelines for employing bus drivers and certifies employment recommendation to the personnel department.
2. Writes and implements departmental regulations.
3. Establishes bus routes and stops.
4. Responds to complaints by drivers, principals, parents and concerned citizens.
5. Justifies and signs all requisitions.
6. Plans and implements safety programs, including safety education.
7. Approves requests for use of buses for educational trips.
8. Checks and clears bus lanes where there are problems.
9. Investigates bus accidents, particularly serious ones, and makes complete reports.
10. Helps with traffic flow in congested areas around schools.
11. Develops and submits departmental budgets.
12. Approves expenditure of all transportation funds.
13. Checks buses throughout the city.
14. Assists principals in alleviating discipline problems on buses.
15. Works cooperatively with law enforcement agencies to provide safe loading and unloading conditions for children.
16. Reports all unusual occurrences to the assistant superintendent for business and seeks that person's advice.
17. Works with the City Department of Public Works to identify and remove hazardous road conditions.
18. Completes state reports.
19. Makes public appearances to explain the transportation system.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on evaluation of administrators.

FOOD SERVICE — A RECIPE FOR CHANGE

Food service directors are moving out of the kitchen and into the executive office — and school districts are looking for candidates educationally qualified to make that move.

Consider these AASA survey findings: Almost two-thirds of the school districts reported that their current food

service director came up "through the ranks" and does not hold any professional degrees. However, many of these same districts stated that were they to choose a new director now, they would require a degree in a food service area. And almost all job descriptions submitted from across the country specified a combination of degree work and professional executive experience as a necessary qualification for candidates for this leadership team position.

Finding the One You Need: Qualifications and Recruitment

Louise A. K. Frolich, director of legislative affairs for the American School Food Service Association, confirms this trend. She explains that "as the professional demands of food service directorship become more specialized and as directors become increasingly involved in administration, financial planning and the field's developing technology, a degree in such areas as nutrition, dietetics or institution management will become a professional necessity." Training in business administration will also take on added importance. In fact, the trend is toward hiring business management executives whose second-in-command will be a food service expert.

As for finding your next food service director, survey findings showed a wide variety of backgrounds. The non-degreed directors advanced over the years from such posts as lunchroom supervisor or assistant cook; one was a former homemaker. Other directors combined professional degrees with experience in several types of institutional food services. One held a bachelor's degree in hotel and restaurant management and had 30 years experience in the field. Another combined a bachelor's degree in home economics with six years experience in a catering business. Still another had 20 years experience in hospital food service and held a bachelor's degree in nutrition.

Professional Organizations

The American School Food Service Association can help school districts in locating qualified candidates for food service directorships. The association runs a professional job clearinghouse, and will publish job vacancies free of charge in the *School Food Service Journal*, which appears 10 times a year and has a circulation of 65,000. (The American School Food Service Association, 4101 East Iliff Avenue, Denver, CO 80222, 303/757-8558) — Professional organization for school food service industry; operates professional certification program; maintains a job clearinghouse; sponsors regional seminars and growth workshops; holds national conference each July.)

The American Dietetic Association, a professional organization of dieticians in institutional and community food services, publishes a monthly journal that reaches 50,000 members. (The American Dietetic Association, 430 North Michigan Avenue, Chicago, IL 60611, 312/280-5000 — Represents dieticians employed in hospitals, schools and community nutrition services; and accredits a Dietetic Internship Program with the Milwaukee public school system.)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Director of Food Service

QUALIFICATIONS:

1. Bachelor's degree with a major in home economics, food service or a related field with major emphasis on institutional administration, dietetics, foods or nutrition and a master's degree in the field of food service administration.
2. Five years experience in charge of menu planning, food purchasing and preparation and serving of foods in a food service situation at least one year of which has been with a school district.
3. Completion of one year of internship approved by the American Dietetic Association, the American Restaurant Association, the American Home Economics Association or the American School Food Service Association may be substituted for two years of the required experience.
4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Controller and business manager.

SUPERVISES:
Cafeteria managers, head cooks and other food service personnel.

JOB GOAL:
1. To provide each school child with food of highly nutritious quality in an atmosphere of cleanliness, cheerfulness and personal caring.
2. To operate a program that is financially sound.
3. To facilitate nutrition education.

PERFORMANCE RESPONSIBILITIES:
1. Establishes policies for, plans, organizes, implements budgets for and supervises all phases of the food services program.
2. Interviews, screens and recommends appointment of cafeteria managers.
3. Standardizes personnel policies and levels of cleanliness, health and safety.
4. Administers personnel policies and evaluates cafeteria managers.
5. Keeps all employees informed on changes in operating regulations, foods, technology, etc.
6. Is prepared to respond to any day-to-day crisis associated with school food service.
7. Make supervisory visits to all school cafeterias.
8. Operates a program of central purchasing for all cafeterias, particularly for high-volume items such as grain products, milk, canned goods and other items where volume purchases result in significantly lower prices.
9. Prepares specifications and bid conditions for all items requiring such bids by law or board policy.
10. Makes application for government surplus food for school cafeteria use and directs its distribution and transfer.
11. Standardizes cafeteria accounting procedures in cooperation with the district controller's office. Develops and manages centralized system-wide mechanized accounting procedures for the food service operations.
12. Arranges for audits of cafeteria accounts through approved auditors.
13. Makes distribution of all federal funds to various school lunch and school milk programs.
14. Reviews and evaluates all requests and recommendations for purchase of new and replacement equipment.
15. Makes all applications for federal subsidies.
16. Plans menus and supervises the preparation of those meals at all schools.
17. Provides assistance and suggestions for the preparation and serving of government surplus foods.
18. Conducts annual reviews of at least two-thirds of the school lunchrooms each year.
19. Inspects school lunch facilities and operations to insure that standards of diet, cleanliness, health and safety are being maintained.
20. Standardizes prices charged for various types of lunches, including the price of milk.

21. Standardizes, as much as possible, the size of portions served as related to lunch types.
22. Assists principals and teachers in the instructional phases of the lunchroom program and in the classroom instructional units pertaining to nutrition.
23. Keeps patrons and the public informed of the menus and services offered by the school cafeterias and of the health and educational benefits gained by children through participation in the school food service program.
24. Consults, as needed, with school planners and architects on plans and specifications for new or renovated food preparation centers.
25. Prepares and administers the departmental budget.
26. Conducts training programs for managers and other school food service employees.

TERM OF EMPLOYMENT:
Twleve-month year.

EVALUATION:
Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of administrators.

BUILDINGS AND GROUNDS — OTHER TITLES, OTHER DUTIES

Whether the title is "Director of Plant Facilities" or "Supervisor of Maintenance and Construction," many school districts employ a management team executive whose title corresponds to "Buildings and Grounds Director."

As these differing titles indicate, however, not all school districts structure the responsibilities of this job in the same way. AASA survey results revealed two common approaches. In some school districts, this person is responsible exclusively for the custodial, maintenance and groundskeeping needs of the schools' physical plants. ("Ability to recognize dirt" was noted as a necessary qualification by one survey respondent.) In these districts, the buildings and grounds director is likely to be without a college degree, but with professional experience in construction or institutional building maintenance.

Other districts have chosen to expand the buildings and grounds role to include architectural and engineering planning for the school system. Here, the job requirements may

include a degree in architecture, civil or architectural engineering or facilities planning.

The exact nature of this job in your district's organizational network will determine where you look for candidates for a buildings and grounds director. Regardless of how the job and its duties are structured, however, many school districts report that their current executives came from private industry.

Finding the One You Need: Qualifications and Recruitment

According to many survey respondents, using local or national newspaper advertising was effective as a major tool for recruiting potential candidates for this slot. It is also helpful to contact local, regional or national building trade organizations and professional organizations of architects and engineers. Of course, a qualified candidate may also be found inside your district.

Professional Organizations

The Council of Educational Facility Planners International is an organization that includes architects, engineers, school administrators and facility planners in its national membership. Job listings may be made at no charge in the council's bi-monthly *News and Notes*, which reaches 1,500 members. (Council of Educational Facility Planners International, 29 West Woodruff Avenue, Columbus, OH 43210, 614/422-1521 — Professional organization of architects, engineers, school administrators, facilities planners and teachers of school facility planning; 1,500 national members, publishes bi-monthly *News and Views*; administers ongoing inservice training and growth programs for members.)

The Association of School Business Officials has a School Facilities Council Division that represents private industry, architects and educators involved in planning, con-

struction or renovation of school facilities. This division does not operate an organized job placement service. Informal recruitment information, however, is given on request (see Business Director).

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Director of Buildings and Grounds

QUALIFICATIONS:
Education
Bachelor's degree in engineering, business management or other field related to position.
Experience
Ten years experience as a manager or administrator in school plant operations, maintenance or building construction or equivalent experience in related work.
Other Qualifications
Possess high degree of tact, good judgment and sincerity in dealing with people.
Ability to communicate effectively.
Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Coordinator of business operations.

SUPERVISES:
Director of maintenance and supervisor of custodial services.

JOB GOAL:
The continued development and management of an effective and economical program that will operate, maintain and augment the physical plant of the public school system in a safe, clean, attractive and useful condition in accordance with the requirements and policies of the board.

PERFORMANCE RESPONSIBILITIES:
1. Manages all forces required for the physical operation and maintenance of all buildings, grounds and sites including: staffing, work assignments, job descriptions, supervision and other organizational requirements pertaining to the operation and maintenance of plant facilities.
2. Recommends employment, promotion and disciplinary action of employees in accordance with established policy; evaluates performance; provides training and encouragement for developing capabilities of employees; pro-

motes high levels of work performance, and is responsible for maintaining a satisfactory degree of employee morale.

3. Prepares annual budgets and controls expenditures; maintains payroll records and records of absences, vacations and leave by employees.
4. Is responsible for security and safety of all buildings, grounds and sites and for the safekeeping of all equipment, materials and supplies used for operation and maintenance.
5. Maintains an active program for achieving higher levels of performance and economy in the operation and maintenance of the physical plant.
6. Coordinates and administers projects for construction of new plant facilities, modification of existing facilities and the development of grounds and sites, including:
   - Preparation of plans and specifications for major maintenance projects and remodeling of facilities and site work within the capabilities of staff.
   - Coordination and administration of work performed by outside consultants in preparing, planning and completing projects for new facilities, remodeling and development of sites.
   - Review, supervision and approval of work as required in the accomplishment of projects by own forces or outside contractors.
   - Maintenance of files for all plans, specifications, manuals, warranties and other documents related to physical plant.
   - Enlistment of the cooperation of, and cooperating with, other divisions of the board, civic organizations, officials of local, state and federal agencies and other recognized organizations in carrying out the responsibilities of this position so that the best interests of the people of the district are served.
   - Performs other duties as assigned or appropriate.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this position will be evaluated annually in accordance with provisions of the board's policy on evaluation of administrators.

ENERGY — GUARDING THE RESOURCES

"Energy is a school district resource in much the same sense as its buildings or its teaching staff and, as such, it requires the same level of professional management," says Harry Lane of the U.S. Department of Energy's Office of Institutional Conservation.

Although responsibility for energy administration has often been assigned to the buildings and grounds director or

the business director, growing concerns about conservation and budgets have brought about the creation of a new professional post — the school "energy manager."

Lane explains the trend: "In the past, it was easy for a school district not to think about energy. Energy perhaps accounted for only three percent of its total budget or about a third of its buildings and grounds allocations. But with increased energy costs and the need for greater efficiency, schools can't afford to overlook the energy items in their budgets, so we'll be seeing a steady increase in the number of professional energy managers at work in school districts."

Finding the One You Need: Qualifications and Recruitment

Because district energy managers are a new breed of specialist, few, if any, higher education programs specifically designed to train them exist. "They're being raised from pups, but they're not being hatched yet," is one energy professional's comment on the situation.

Districts sometimes "create" their own energy manager by providing a current staff member, most often the buildings and grounds or business director, with special training in energy systems and management. Many districts responding to AASA's survey took this approach. Others recruit their energy manager from private industry. "In this case," says Harry Lane, "it's essential that a school district provide these executives with a clear understanding of how the school system operates. Schools present a unique set of energy and conservation problems. What works in an industrial plant might not work in a school building."

Survey respondents had clear ideas about the necessary qualifications for their energy management candidate. "Organizational ability, integrity, in-depth knowledge of law and school finance and business contacts within the community" constituted one district's list. Another noted, "This person

definitely needs a background in public relations. Fifty percent of the job of being an energy manager is dealing with people and selling them on the idea that we *do* have energy problems."

Dr. Calvin Anderson, director of energy conservation and usage for the Jefferson County Public Schools in Colorado, is one of the pioneers of school energy management. He agrees that the ability to communicate with educators is a major requirement for this administrative team member. "As a result," he says, "schools should seriously consider choosing someone who is an educator for their energy director and recruiting a specialist with an industrial or engineering background as associate director. Educators know how to talk to other educators; engineers often may not.

Professional Organizations

The school energy management field is still an "evolving" one; there are no national organizations exclusively representing these professionals. Your district will probably have to do more investigative work in filling this job than for other administrative posts. A good place to start, however, might be in your own district: Many energy and management-minded science teachers have become experts in energy conservation. Another source could be the professional organizations for school business officials or facilities planners discussed earlier. If the universities in your area offer courses in energy management, you may want to contact their placement offices. Don't overlook such industries as engineering or computers, because many of these companies create systems for institutional energy management.

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Staff Coordinator, Energy Conservation

QUALIFICATIONS:

1. Background in industry or education.
2. Demonstrated aptitude for analyzing energy-consuming systems and arriving at realistic conclusions.
3. Ability to communicate clearly, both orally and in writing.
4. Familiarity with heating, ventilating and electrical systems.
5. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:

Associate superintendent for finance and management.

JOB GOAL:

To curtail the consumption of energy expended throughout the district to the minimum essential requirement.

PERFORMANCE RESPONSIBILITIES:

1. Searches for ways to conserve energy resources without impairing educational effectiveness.
2. Works with principals and other building supervisors to develop programs to conserve energy at each location. Prepares recommendations for improvement.
3. Works with the director of staff development to implement educational programs for all school employees, emphasizing the need for and the ways to conserve energy. This program should reach students through teachers. Concentrates on instruction to custodial personnel.
4. Develops, implements and monitors an incentive program to encourage all employees and students to participate in energy conservation.
5. Studies building usage patterns giving special attention to the extracurricular activities that require the consumption of energy.
6. Chairs an Energy Conservation Committee. Prepares proposals and recommendations for committee consideration.
7. Keeps apprised of the availability of federal funds for energy conservation programs. Prepares and coordinates requests for grants.
8. Develops suggestions for building modifications that will lead toward more efficient use of energy.
9. Maintains records of accomplishments. Prepares a semiannual progress report for the superintendent.
10. Coordinates the district energy conservation program with state and federal projects and grants.
11. Maintains professional competence through inservice education activities and/or self-selected professional growth activities.
12. Performs other related tasks as directed by the associate superintendent for finance and maintenance.

TERM OF EMPLOYMENT:

Twelve-month year.

EVALUATION:

Performance of this job will be evaluated annually in accordance with the provisions of the board's policy on evaluation of administrators.

LIBRARY/MEDIA SERVICES — OUT OF THE STACKS AND INTO COLOR AND SOUND

One school management team position undergoing some dramatic changes is that of library/media director — and those changes are, so to speak, happening at "the speed of sound."

Cable television, videotape, audio systems, film and computers are increasingly important in instructional programs. A library/media director must fully understand this developing technology and, just as important, must know how to integrate it effectively with print materials to provide students with complete, exciting, up-to-date learning resources. Some school districts have created separate, management-level positions for print and nonprint media directors, but most consolidate these responsibilities into a single library/media directorship.

Finding the One You Need: Qualifications and Recruitment

AASA survey respondents agreed that a solid library sciences background, combined with specialized training in instructional media at graduate and professional inservice levels and experience in educational administration, made up the "most wanted" list of qualifications for today's library/media heads.

More and more districts want directors with computer system skills. Many emphasize the need for directors to have highly-developed management and communications skills. They need to be able to inform staff about the newest innovations and equipment and get teachers excited about their potential use in the classroom. "A school may buy all the latest equipment, but if the library supervisor doesn't know it's there and can't convince teachers why it's important to use, that equipment will simply go to waste."

AASA survey respondents reported that their current library/media directors were recruited from two primary sources — from among the district's librarians, and from university placement offices.

Professional Organizations

Two national professional organizations offer a range of resources and services that school districts can use when hiring library/media directors.

The American Association of School Librarians (AASL), one of the 11 divisions of the American Library Association, has approximately 5,000 library/media specialists and supervisors in its membership. The School Librarian's publication, *Media Programs: Districts and Schools* ($2.95), contains a chapter on personnel and staffing patterns and can be used in conjunction with another AASL report, *Certification Models for Professional Media Personnel* ($2.00), to help identify professional qualifications and aid in job description writing.

Although some AASL state affiliates are involved in placement services, AASL does not operate a job referral service. The American Library Association does feature a placement center at its annual national conference and midwinter business meeting. And districts may advertise openings in *American Libraries* (11 issues yearly). AASL also makes available a list of over 50 colleges and universities which have library supervisory programs accredited by the American Library Association. (The American Library Association, 50 East Huron Street, Chicago, IL 60611, 314/944-6780 ext. 308.)

The Association for Educational Communications and Technology (AECT) has 7,000 members, divided about evenly between print and nonprint media specialists. AECT has recently established a professional placement service and offers school districts with library/media vacancies one free, 60-word advertisement in the ECT Newsletter (nine issues yearly). Colleges and universities can be targeted for recruit-

ment activities through this association's publications: *Graduate Degree Programs in Instructional Technology* ($5/$4 members) and *Master's Degree Programs in Instructional Technology* ($6.95). (American Association of School Librarians, a division of Association for Educational Communications and Technology, 1126 16th Street, N.W., Washington, D.C. 20036, 202/833-4180.)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Director of Library/Media Services

QUALIFICATIONS:
1. Master's degree in curriculum, specialized in instructional media.
2. Valid teaching certificate and certifications in administration.
3. Five years teaching experience and/or work in instructional media.
4. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Associate superintendent for instruction.

JOB GOAL:
To provide a full spectrum of education enrichment materials in order that each student will find available instructional and noninstructional materials appropriate to his/her interests, abilities and level of maturity.

PERFORMANCE RESPONSIBILITIES:
1. Plans, organizes and directs the activities of the Professional Library, the Data Processing Center, the District Media Center and the District Television and Radio Activity. Establishes operating policies and procedures to provide for efficient accomplishment of objectives.
2. Works with the directors of instruction, curriculum specialists, area instructional materials specialist and area coordinators of library/media services to expand and improve the educational value of instructional materials on hand and to select for purchase these materials that will attain the highest benefit within available funds.
3. Confers with instructional staff to correlate library/media services with the total school curriculum.
4. Conducts a continuous evaluation of the effectiveness of the library/media service program and the performance of the district library/media staff.
5. Assists in interviewing applicants for district library media positions and participates in the selection of staff for district-level positions.

6. Serves as a resource person to teachers, principals, supervisors, directors, architects and outside agencies concerning all aspects of the library/media program.
7. Arranges for inservice workshops to inform and assist instructional and library/media personnel.
8. Assists in the preparation of the budget for library/media services and administers the expenditure of funds.
9. Keeps informed of new developments and trends in the field of library/media services in order that innovations and new materials may be tried in the district.
10. Prepares reports concerning the media program.
11. Performs other related tasks as requested by the associate superintendent for instruction.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated annually in accordance with the provisions of the board's policy on evaluation of administrators.

RESEARCH — FINDING THE FACTS

Decisions about your school system's future need to be made *now*. Those decisions often have far-reaching consequences that will affect children and the community for years to come.

A school district's director of research provides the board and the administrative team with data needed for crucial decision-making. He or she evaluates and interprets the school's educational programs, testing and information systems and compiles pupil and community demographics that provide the basis for decisions affecting long-range budget, curriculum, personnel and facilities planning.

Finding the One You Need: Qualifications and Recruitment

Your top candidates for director of research most likely will hold at least a master's degree in educational administration, planning, research and evaluation, statistics or curricu-

lum and instruction. Some districts now prefer a doctorate degree in these fields. A background in computer systems is an increasing professional advantage. Your candidate will also need well-developed communications skills because much of this job will involve interpreting technical information for a variety of nontechnical audiences.

Because of highly specialized educational background required for the post and because some district research directors may come from similar positions in post-secondary institutions, many school districts have found university placement offices good targets for their recruitment efforts.

Professional Organizations

Two national professional organizations can also serve as resources.

The American Educational Research Association (AERA) has 13,500 members in divisions that include administration, curriculum, evaluation, program development and other specializations. *The Educational Researcher*, published monthly, carries classified advertising for job vacancies; and AERA's national conference, held each year in April, features a placement service through which districts may be represented. (The American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036, 202/223-9485.)

The Association for Institutional Research has 1,700 members, most involved in post-secondary educational research. Districts can take advantage of the association's placement service, which includes free position listings in a monthly newsletter. The association's personnel bank also forwards vita of qualified candidates upon request. (The Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306, 904/644-4470.)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Assistant Superintendent for Research, Evaluation and Data Processing

QUALIFICATIONS:

Education

1. Required: Master's degree in educational research or in subject area with specific professional training in research design, planning, program development, management, evaluation techniques, data processing and related procedures.
2. Preferred: Doctorate or six-year certificate in educational research or related area with the required educational qualifications.
3. Alternatives to the above qualifications as the board may find appropriate and acceptable.

Experience

Minimum of five years teaching or administrative experience with background in research and experimental design activities, management, planning, program development, data processing, involvement in community activities including the public and private sectors, computer operations relating to educational programs or any combination of these areas.

REPORTS TO:
Superintendent

SUPERVISES:
Professional and clerical staff of the Research, Evaluation and Data Processing Division.

JOB GOAL:
To work with Superintendent in developing goals for school programs and to promote the attainment of specific measurable or observable improvements resulting from school programs by planning, organizing, directing, evaluating and reporting the activities of research development, evaluation and data processing.

PERFORMANCE RESPONSIBILITIES

1. Determines the methods, techniques and procedures which would show the degree to which the objectives of programs are being achieved; directs and conducts evaluations of programs and preparation of reports; and suggests significant relationships which the data indicate would improve the operation of the program and the achievement of objectives.
2. Determines the significant relationships between the projected courses of action and the actual course of action taken during program implementation leading to improved action and a re-examination of the plans.
3. Performs and/or coordinates scheduling activities that indicate the projected course of program events.

4. Supervises computer systems and programming efforts; and the purchase, operation and maintenance of data processing equipment.
5. Coordinates data processing activities with the various users.
6. Serves as liaison with federal, state and local agencies and the public school system as assigned and develops new ideas with various groups and writes proposals.

Financial

1. Prepares a budget for the divison and assists in the preparation of the school system budget.
2. Assists other administrators in planning for judicious use of the financial, physical and human resources of the school system; makes recommendations for improving the operations of the school system in order to obtain a greater degree of cost effectiveness and achievement by pupils.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated annually according to board policy on evaluation of administrators.

COMMUNITY EDUCATION — SERVING VARYING COMMUNITY NEEDS

Community education is one of a school district's most "personalized" programs. No two communities are alike. Therefore, no two districts will choose to structure their community education programs in exactly the same way. The unique needs of the people in your community will determine the kind of community education system you'll build for your district and help you pinpoint the specialized skills you'll look for in an executive to direct its programs.

Do a large number of single-parent families mean that day care services will be a priority? Does your district include a growing senior citizen population with community education needs? Does a high dropout rate mean that your program will emphasize counseling services, alternative schools or high school equivalency training? Are basic adult education skils or college extension courses more in demand with your night school students? These are just a few examples of a wide range of community education concerns districts can

face. In each community, some needs will always be more important than others. Identifying and prioritizing these needs in your community will help you decide on the particular background and professional skills you'll need in a community education director.

Finding the One You Need: Qualifications and Recruitment

Although the specifics will vary from district to district, AASA's survey results provide a general idea of the necessary training and professional experience that make an effective community education director.

"Broad community awareness, familiarity with community agencies, philosophical understanding of community education, ability to work with people, good management skills and a sound educational philosophy" is how one district summed up its requirements. Several survey respondents stressed the need for good public communications skills. Training and experience in guidance and counseling were also high on many lists.

Many community education directors hold advanced degrees. Besides community education, their specializations may include elementary or secondary education, educational administration, guidance and counseling or park and recreation administration. Some of these directors moved into their current positions from backgrounds as principals, counselors, recreation directors and community education supervisors or staff workers. Others were recruited directly from college and university community education training programs.

Professional Organizations:

The National Community Education Association (NCEA) maintains a toll-free telephone job referral line. Districts can also advertise job openings in the association's quarterly *Community Education Journal.*

One NCEA publication can be particularly useful to districts when recruiting a community education director. *The Association's Management Resource Manual, Vol. II* ($8.50) contains sections with guidelines for writing job descriptions, sample interview questions and evaluation techniques. (National Community Education Association, 1030 15th Street, N.W., Suite 536, Washington, D.C. 20005, 202/466-3530; 800/424-8874)

The National Community Education Clearinghouse is an information center that collects, organizes and disseminates information on a wide range of subjects related to community education. Districts can refer to the clearinghouse's Guide to Community Education Resources when recruiting job candidates from college and universities. The guide contains a directory of institutions in each state that serve as centers for community education development. Although it does not maintain a job placement center, the clearinghouse's Response and Referral Service can provide a variety of aid and information to districts in their recruitment and hiring activities. The service's toll-free number is 800/638-6698. (National Community Education Clearinghouse, 6011 Executive Boulevard, Rockville, MD 20852, 301/770-3000; 800/638-6698)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
District-wide Director of Community Education

QUALIFICATIONS:

1. Valid teacher certificate.
2. Master's degree with training in the field of school administration, supervision, community education and school public relations.
3. Three years of successful teaching experience.
4. Three years of successful administration experience.
5. Experience in working with community groups and agencies.
6. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Superintendent.

SUPERVISES:
Regional community education directors and supervisor of adult education.

JOB GOAL:
To promote and implement, through a variety of programs and processes, the community education philosophy of the district and to integrate community education into the total education efforts of the district.

PERFORMANCE RESPONSIBILITIES

1. Administers, coordinates and supervises the following extended school programs: Adult High School Completion, Adult Basic Education (A.B.E.), the General Educational Development Testing Program (G.E.D.), Community College Extension, Indian Education, Adult Education Non-Credit, Head Start, Early Childhood, Preschool, Youth Enrichment and Senior Citizens.
2. Works with program supervisors of extended school programs to assure effective leadership in program development and management and to ensure that these programs are meeting identified community needs.
3. Directs regional community education directors in their efforts to promote vigorously community use of school facilities by working closely with building administrators and in the context of community education philosophy.
4. Serves as the school district liaison with the Recreation Department in program development and use of school facilities; and implements community building use policies and procedures on a district-wide basis.
5. Cooperates with the director of personnel and employee relations in the selection and evaluation of the community education staff.
6. Promotes the commuity education philosophy district-wide and cooperates with all community agencies interested in the welfare of the citizens of the district.
7. Reports regularly to the superintendent and the board on the extended school programs.
8. Assesses innovative practices and research findings in the area of community education and keeps the superintendent aware of their potential for the school district.
9. Identifies people and resources in the community that can add to the educational curriculum.
10. Acts as liaison with Citizen Advisory Councils in addressing community needs.
11. Carries on such other duties as may be assigned or result from this position in the community.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated annually in accordance with provision of the board's policy on evaluation of administrators.

FEDERAL/STATE PROGRAMS — FINDING THE FUNDS FOR THE JOB

Federal and state program directors help to translate legislation into responsive programs for educationally disadvantaged children. They sometimes hire staff and train teachers. They are often involved in assessing needs of children and designing programs to meet those needs. Most of all, they apply for needed funds and use them to ensure that children get an even chance for an education.

The position of federal and state program director is a relatively new one. It developed out of the 1965 Elementary and Secondary Education Act. In subsequent years, the position has become an increasingly important component of a school district's administrative team.

As with other, newer team posts (such as energy director), most current directors of federal and state programs have "evolved" into their positions. They've had to define their responsibilities, develop their programs and acquire the necessary specialized training — all while "on the job." In-service training programs are growing rapidly in scope and number, but few, if any, *pre-service* programs on the college or university level yet exist to prepare specialists in this field. It's yet another team position for which school districts will have to do some extra "digging" during their recruitment and hiring effort.

Finding the One You Need: Qualifications and Recruitment

Where, then, do these directors come from? "The job of directing a district's federal and state programs is a creative one, one that requires real imaginination," says one former director, "and you'll find that some of your district's most creative teachers may make the best candidates for the job." AASA's survey results bear this out. Almost all of the reporting districts recruited their current directors from within.

Many came directly from the classroom; others were former classroom teachers who had become principals or other administrators.

Another interesting question: Where do federal and state program directors go after they leave their current posts? Often, it may be to a superintendency. Some recently appointed superintendents were former directors of state and federal programs. Others have become assistant or deputy superintendents.

You'll be looking for some very specialized skills in your candidates for this administrative team position. A thorough understanding of the workings of national and state governments is one of the most important. "Your director needs to know *exactly* how the legislative and judiciary processes work," says one director. "He or she needs to be familiar with the real mechanics of government, not just an idealized 'textbook' view."

Writing and research abilities also were ranked high among the necessary qualifications. One surveyed district wanted even more: originality, creativity, skill in report writing, self-motivation and being research-oriented, tactful, able to work well with all kinds of people, attentive to detail, experienced in instruction and administration and interested in programming for the disadvantaged and in the improvement of education in general."

Professional Organizations

The National Association of Administrators of State and Federal Education Programs and its 32 state affiliates represent about 900 professionals in the field. The association can provide informal recruitment assistance to districts, and its *Quarterly* may also carry notices of job opportunities. The association is now researching job responsibilities, qualifications, programming and compensation for directors of federal and state programs on a national scale. Findings of this report, once it is available, may prove helpful to school districts. (National Association of Administrators of State and

Federal Education Programs, Box 1371, Ann Arbor, MI 48106, 313/662-2905)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Director of State and Federal Programs

QUALIFICATIONS:
1. Master's degree in an appropriate educational area.
2. Experience in school administration.
3. Experience in writing and implementing federal programs is desirable.
4. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Superintendent.

SUPERVISES:
All federal and state programs and their staffs.

JOB GOAL:
To make use of federal and state resources to the best advantage to benefit the educational excellence of the district's programs, facilities and personnel.

PERFORMANCE RESPONSIBILITIES:
1. Performs administrative responsibilities related to state and federal programs.
2. Studies all state and federal legislation, projects and programs for the possibilities and opportunities they offer for educational grants, entitlements and allocations offered relevant to the needs of the district.
3. Assists the deputy superintendent and professional staff in planning the wise utilization of funds available to the schools through the various state and federal programs.
4. Informs, interprets and recommends to the superintendent the effects of current and impending state and federal legislation.
5. Works with designated committees of teachers, principals and lay persons in specific programs, projects or courses of action.
6. Obtains information, data and application forms necessary to fulfill the requirements of application funding.
7. Is responsible for the submission of all project proposals to the state Department of Education or other designated agencies for approval in the manner required under the law.
8. Considers and evaluates all requests from school personnel for projects and programs requiring state or federal funds.

9. Establishes standard practices and procedures for receiving and processing such requests.
10. Prepares testimony for the board and other personnel concerning pending state and federal legislation.
11. Serves as liaison between the school and other agencies on all projects of a joint community nature that are expected to involve the school and that can be state or federally funded.
12. Works with the director of research and evaluation in analyzing and evaluating the effect of all state and federal programs operating in the district.
13. Prepares an annual report for the board summarizing the evaluations of states and federally funded programs newly completed, the progress of those underway and the import of those being planned.
14. Compiles and maintains written records and reports on results of all state and federal projects, and disseminates this information, as appropriate, to other educational institutions, lay groups, the state Department of Education, and the U.S. Department of Education.
15. Prepares and administers budgets for assigned departments.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of administrators.

CURRICULUM AND INSTRUCTION — A DIVERSITY OF DEFINITIONS

Trying to pin down what is meant by the terms "curriculum" and "instruction" as they are applied to school administrative functions is a diffucult task — if not an impossible one.

Consider these responses to our AASA survey:

District A has a director of curriculum.

District B has a director of instruction.

District C has a director of curriculum and instruction.

District D has a director of curriculum *and* a director of instruction.

District E has a director of instruction *and* a director of elementary curriculum *and* a director of secondary curriculum.

In short, duties as well as definitions, vary from district to district. Staff development — and in some cases, pupil personnel services — may be assigned to these directors in

one district; another may have separate team leaders in charge of each.

Administration of curriculum and instruction is another area of the educational profession that is, according to practitioners, "evolving." A survey of nearly 400 curriculum directors conducted by the Association for Supervision and Curriculum Development (ASCD, 1976) found that nearly 40 percent held positions that had existed within their districts for only five years or less.

Standards of preparation, approaches to commonly accepted descriptions, competencies and certification guidelines are still being established within the profession. For example, there is no uniformity of criteria among the 34 states that require certification of curriculum directors. What this means to individual school districts is that each will have to create an organizational model for curriculum and instruction based on its own specific needs and goals. **Because their "areas of responsibility" are so closely interwoven, the roles of directors of curriculum, instruction, elementary education and secondary education are discussed in a single section of this report.**

Finding the One You Need: Qualifications and Recruitment

Hard as it is to agree on terms, some very basic observations can be made. These administrators, to varying degrees, are responsible for designing, supervising and evaluating the educational programs of district schools. "Curriculum" deals with the *planning* of those programs. "Instruction" puts the programs into *practice*.

Gordon Cawelti, executive director of ASCD, has identified four basic skill areas in which the curriculum *and* instruction professional — however your district may define those terms — must be proficient:

1. **Curriculum development:** Assessing educational needs, setting goals, selecting learning activities and evaluating curriculum.

2. **Clinical supervision:** Observing the teaching and learning process through systematically planned instructional observation and analyzing its results.
3. **Staff development:** Creating an ongoing program of in-service training designed to meet the changing professional needs of classroom teachers.
4. **Teacher evaluation:** Improvement-focused procedures aimed at identifying the substantive characteristics of effective teaching.*

Professionals agree that a good curriculum or instruction leader should, first of all, have been a good teacher. Next, he or she should have specialized graduate or doctorate-level training in curriculum development and design, instructional theory and evaluation, research and educational administration or supervision. Finally, you'll find that your best candidates for these jobs are likely to be veteran educators with wide teaching and administrative experience.

Two recruitment patterns can be identified from AASA survey results. The first locates candidates from within district ranks of principals or mid-level administrators. The second reaches candidates through university placement bureaus. Districts may find the latter to be particularly useful to recruitment because of the number of advanced degree-holders in the field and because there seems to be a more frequent crossover between K-12 and post-secondary educators in these fields. Directors in several districts responding to our survey were formerly professors of curriculum or instruction at the university level.

Professional Organizations

The Association for Supervision and Curriculum Development represents professionals in these fields. Its national membership is 35,000; its 52 state chapters have a combined membership of 15,000. ASCD does not operate a personnel service, other than at its annual convention. It does publish a

*Gordon Cawelti, "Effective Leadership Produces Greater Learning." In *Thrust*, Association of California School Administrators, January 1980.

variety of reports and monographs, available to school districts, that can aid in organizing and locating curriculum and instruction team executives. (Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314, 703/549-9110)

(National Center for the Improvement of Learning, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209, 703/528-0700)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Assistant Superintendent for Instruction*

QUALIFICATIONS:
1. A master's degree or higher from an accredited college or university.
2. A valid superintendent's certification.
3. At least eight years successful experience in teaching and administration.
4. Advanced graduate work in education areas of curriculum development, supervision, instructional practices and research.
5. Practical experience in instructional management, curriculum planning, implementation and evaluation, and successful supervisory experience.
6. Such alternative qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Superintendent.

SUPERVISES:
Those staff members the superintendent may designate.

JOB GOAL:
To assist the superintendent substantially and effectively in the task of providing leadership in developing, achieving and maintaining the best possible educational programs and services to ensure that each student is provided with the richest educational experience the district can provide.

PERFORMANCE RESPONSIBILITIES:
1. Assists the superintendent in directing the administration and coordination of the district's educational programs.

*Only a job description for an "instruction" administrator is included here. Job descriptions for "curriculum" administrators and for directors of elementary and secondary education will be similar in some (but by no means all) respects.

2. Provides staff leadership to ensure understanding promotion of and the educational objectives of the district.
3. Guides development, implementation and evaluation of curriculum and instructional services.
4. Works with principals and teacher committees in organizing and coordinating grade level and departmental meetings in order to effect horizontal and vertical continuity and articulation of the instructional program throughout the district.
5. Interprets the present curriculum and proposed curriculum changes to the board, the administration, the staff and the general public.
6. Coordinates activities of district curriculum and textbook selection committee.
7. Directs creation of and edits for publication all curriculum guides and materials prepared by and to be distributed among the instructional staff.
8. Assists in the determination of types of programs needed by the schools and makes appropriate recommendations.
9. Guides development, implementation and evaluation of preservice and inservice educational activities and training programs for professional personnel.
10. Plays a significant leadership role in fostering professional growth and building staff morale throughout the district.
11. Conducts and coordinates district-wide research and testing for measuring the effectiveness of the total educational program.
12. Keeps informed on the latest research, trends and developments in all areas of education and interprets these matters for staff as necessary.
13. Upon request of principals, observes teachers in their classrooms and offers insights for the enhancement of the teacher-learning situation.
14. Inaugurates studies and research in the areas of enrollment growth, staffing needs and building needs.
15. Assists in the preparation of the budget.
16. Reports on the status, requirements and needs of district programs and services at the request of the superintendent.
17. Attends board meetings and prepares such reports for the board as the superintendent may request.
18. Assists in the development of district policies and administrative rules.
19. Performs such other tasks and assumes such other responsibilities as may be assigned by the superintendent.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of administrators.

PUPIL PERSONNEL — TAKING CARE OF YOUNG PEOPLE

The key quality for a director of pupil personnel services is "versatility." To start , this team member will need dexterity to weigh and juggle administrative decisions under pressure of two opposing forces: increasing public demands and government mandates for pupil services on the one hand and shrinking school budgets on the other. This person will need to be familiar with a wide range of specialized programs that may include career education, testing, evaluation, pupil accounting and riding herd on truants. And, for all these functions to work smoothly within a single department, this executive should be experienced in managing people . . . and paper as well.

Finding the One You Need: Qualifications and Recruitment

Many districts responding to the AASA survey found that the job of secondary school principal provides an educator with just the skills, stamina and versatility needed. This, in the sample, turned out to be one prevalent career route to a pupil personnel directorship. Other districts chose their current director from within pupil personnel department ranks — most often, a school psychologist from the district's guidance and counseling staff. As for preparation, the survey shows that many pupil personnel directors hold doctoral degrees in a variety of disciplines. A master's degree with an emphasis in pupil personnel administration and/or administration and supervision is a common requirement. Experience as a visiting teacher, school counselor, special education administrator or school psychologist is sometimes also required.

Professional Organizations

Several professional organizations can provide recruitment and hiring assistance to school districts looking for a pupil personnel services director.

The National Association of Pupil Personnel Administrators, which represents about 3,000 members nationwide, can provide informal recruitment assistance to schools. Position vacancies can be listed in the association's quarterly, *NAPPA News*, as well as in a president's newsletter. (National Association of Pupil Personnel Administrators, 225 N. Washington Street, Alexandria, VA 22314, 703/549-9117)

Another recruitment source is the quarterly journal of the *International Association of Pupil Personnel Workers*, which reaches about 4,500 members. (International Association of Pupil Personnel Workers, c/o Executive Secretary, Box 36, Barnesville, MD 20307, 301/762-8335)

The American Personnel and Guidance Association represents 41,000 professionals in the counseling and teaching fields and offers a placement service program for school districts. A $15 fee includes the forwarding of up to 20 resumes from the association's job bank; a 50-word ad in its bi-weekly *Guidepost* and a year's subscription to that publication. (American Personnel and Guidance Association, Two Skyline Plaza, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041, 703/820-4700)

Schools can also reach potential candidates through the monthly *Monitor* of the American Psychological Association. The Association also has a separate school psychology division, which publishes a newsletter for its members. (The American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036, 202/833-7600.

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Pupil Personnel Services Director

QUALIFICATIONS:
1. Master's degree with specialization in pupil personnel administration and/or administration and supervision required. Ph.D., Ed.D. or Ed.S. in pupil personnel administration and/or administration and supervision desirable.
2. Two to five years progressively responsible experience in pupil personnel work or related administrative experience.
3. Ability to supervise and coordinate the work of others.
4. Alternatives to the abvove qualifications as the board may find appropriate and acceptable.

REPORTS TO:
Superintendent

SUPERVISES:
Coordinator of special education, coordinator of federal programs, supervisor of pupil personnel, supervisor of health services.

JOB GOAL:
To plan, organize and direct all phases of pupil personnel services, K-12. These include: attendance services and reporting; orientation program; individual and group evaluation of students for achievement and ability; educational, vocational and career counseling; psychological testing, evaluation, and counseling; and related activities, including all district health services for students.

PERFORMANCE RESPONSIBILITIES:
1. Plans and carries out an effective, system-wide guidance and counseling program.
2. Defines and interprets the professional functions of student personnel specialists to administrators, teachers, students, parents and the public.
3. Plans, develops and supervises a system-wide testing program.
4. Assumes responsibility for the accuracy, validity and interpretation of results from use of the testing program.
5. Evaluates and interprets the educational progress of students.
6. Directs a program to provide counseling for individuals and groups of students and parents.
7. Directs case study services for students, including the identification, diagnosis, follow-up and referral of students with problems related to attendance, mental health or learning disabilities.
8. Collaborates with teachers, principals and other school personnel.
9. Recruits, interviews, screens and recommends personnel for the department.
10. Plans and supervises an orientation program for new student personnel specialists.

11. Conducts inservice workshops and training and development programs for members of the department and for selected teachers.
12. Assumes responsibility for the professional guidance, supervision, development and evaluation of testing specialists, guidance counselors, and speech and hearing therapists.
13. Provides or recommends appropriate special services for groups of exceptional students and their parents.
14. Recommends placement of individual students with special needs in those educational situations best suited to their requirements.
15. Assumes responsibility for remaining aware of state and county requirements and regulations affecting school health programs.
16. Plans, develops and coordinates a district-wide system of health services.
17. Schedules physical examinations to be carried out by the school doctors and nurses for dental, visual and hearing problems.
18. Monitors the student record system to ensure that approved information is kept current in student cumulative record folders.
19. Establishes effective liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents and serves as the referral agent to those offices and agencies.
20. Establishes effective working relationships with other institutions of the town, region and state that may be of use to teachers, parents or students.
21. Prepares and administers the student personnel services budget.
22. Assumes responsibility for own professional development; for keeping current with the literature, new research findings and improved techniques in specialized areas; and for attending appropriate professional meetings.
23. Interprets student personnel services to school personnel, parents and the community.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of administrators.

SECONDARY SCHOOL PRINCIPAL — A CHALLENGING, CHANGING ROLE

Many secondary school principals maintain a work load of more than 50 hours a week, and many spend three or more evenings a week participating in school-related activities. During this time, he or she must take a positive and forward-looking approach to managing all programs, services, per-

sonnel and other areas of a school. This administrative team member must maintain this professional approach while being confronted with challenging problems: Student discipline, teach militancy, complex federal and state regulations, changing educational standards and public dissatisfaction are a few. Often, principals find that they have to meet these challenges with little help. The size of the average high school's student body has nearly doubled since 1965, but few principals today have larger administrative staffs.

Yet, high school principals remain a dedicated lot, and the best principals seem to thrive on taking innovative action to solve today's school problems. The best principals, according to a 1978 study by the National Association of Secondary School Principals (NASSP), regard themselves as educators, not merely as "site managers." "Schools are human institutions in which conflicts can be expected, in which activities are varied and often hectic and in which young people and staff need a secure and confident as well as outgoing administrative leader with a high tolerance for frustration and a high level of energy," the study concludes.

Finding the One You Need: Qualifications and Recruitment

On a less up-beat note, the NASSP study draws these conclusions on the preparation and selection of principals: "The education and selection of principals today is uncoordinated, perhaps even casual. Studies show that among institutions of higher education, there is a wide variety of selection criteria and professional courses for the principalship. Certification requirements also differ from state to state. Job placement often ignores the need to match particular capabilities to a particular job."

The best talent available, reports NASSP, must be more systematically encouraged to prepare for and assume the principalship. After research and experience, a fairly clear idea emerges about what makes principals effective:

- They use problem analysis to determine what's important in a situation, use good judgment in identifying educational needs, perceive differences in requirements and expectations and are decisive when they need to be.
- They communicate clearly with a variety of audiences, plan and organize well and possess strong interpersonal skills.
- They are tactful, sensitive and emotionally stable and encourage confidence.

ONE WAY TO EVALUATE CANDIDATES: NASSP'S ASSESSMENT CENTERS

"Assessment centers" have been used by many school districts in recent years to identify and measure managerial and administrative potential. In 1975, the National Association of Secondary School Principals and the Division of Industrial/Organizational Psychology of the American Psychological Association established such an assessment center to demonstrate a more effective and less biased method of selecting beginning school administrators.

Our assessment center is a method, not a place, reminds Paul Hersey, NASSP's director of professional assistance. School districts interested in learning how to use the method can send a team to one of the assessment centers where they will be trained to use assessment methods that will work in identifying administrative talent back in their own district. The cost of using one of NASSP's assessment centers is nominal — the district pays the cost of sending its team; the assessment center provides the consultants and the facilities and learning materials. A simple agreement between the district and the assessment center takes care of the details.

In a typical situation, 12 candidates are evaluated by six highly trained assessors. The candidates for one of

- They are also highly motivated and sufficiently flexible to respond to change. Added to these traits and skills, according to NASSP, must be adequate professional knowledge, beginning with an understanding of leadership, curriculum development, school law, school management, human relations and community relations. Ideally, this theoretical knowledge should be applied — and extended — in a practical internship before a new principal accepts a first position.

a number of personnel actions — selection, promotion or development — participate in a number of activities designed to simulate behaviors typically found in administrative jobs. Measurement techniques include group exercises, simulated problem-solving exercises and such traditional methods as interviews and tests.

The key to the assessment center process, however, is the use of simulations tapping a wide variety of behaviors. Each participant is observed in a number of exercises, reports are prepared by the assessors and each participant's performance is evaluated on key dimensions considered important for success. Reports are made both to the participant and to the school district.

The 12 behavioral dimensions assessed reflect the characteristics of successful principals and assistant principals: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, range of interests, personal motivation, educational values, stress tolerance, oral communications skills and written communications skills.

There are four assessment centers currently in operation, with at least three additional ones planned. A validation study of the assessment center technique as a selection tool is also scheduled for publication.

For more information, contact Paul Hersery, Director of Professional Assistance, NASSP, 1904 Association Drive, Reston, VA, 22091; 703/860-0200.

According to the 1978 survey, career routes for high school principals include: high school assistant principal; central office positions; and elementary or junior high school principal or assistant principal. Before drawing the conclusion that experience as second-in-command in a high school or junior high school might provide the best preparation for a secondary school principal's job, you should know that many districts have recruited some excellent principals from the ranks of teachers, guidance counselors, elementary school administrators and from outside the district altogether. The size of the district is an important factor in how and where new secondary principals are recruited. Smaller districts (the majority of districts in this country have fewer than 2,000 students, K-12) tend to be less insistent on previous administrative experience in a high school setting.

Professional Organizations:

Some state secondary principals' associations are active in providing candidate referrals to searching school districts. NASSP does not operate a job referral service; however, it does publish a number of resources that can be helpful to both job seekers and school districts in the recruitment and selection process. NASSP also operates an "Assessment Center," where school district officials can learn how to assess candidates' knowledge and leadership abilities. (National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091, 703/860-0200)

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Secondary Principal-Senior High School

QUALIFICATIONS:
Education
Minimum of a master's degree from an accredited institution. Doctorate degree preferred. Course work must include administration, supervision and high school curriculum.

Experience
Minimum of five years experience in teaching, administration or supervision. Participation in an administrative internship program and/or successful experience as assistant principal desirable. Other appropriate combinations of education and experience may be accepted with the approval of the superintendent.

REPORTS TO:
Area assistant superintendent.

JOB GOAL:
To be responsible for the educational experiences — both curricular and extracurricular — for a large number of students approaching young adulthood. The personal and educational experiences of these young people have become more complex, far-ranging in scope and increasingly intense. Reading skills, writing techniques and mathematical computations — while still of first importance — are no longer "the whole picture" in preparing young people; the changes and demands of our society have placed new responsibilities on the educational system, especially on the senior high school. Our high school principal is expected to be aware of those responsibilities, and to budget time carefully and creatively to benefit students most.

PERFORMANCE RESPONSIBILITIES:
1. Provides leadership and is responsible for the total program of the school.
2. May spend up to half his or her time carrying out the leadership role. This function is accomplished through conferences with faculty, community leaders, central and area office staffs, and students — concerning instructional techniques, hiring and evaluating personnel, improving the scope of the instructional program, and optimizing the use of school facilities.
3. Spends approximately 15 percent of his or her time on internal affairs of the school. These functions include business affairs (such as internal finances, budget requests, payroll and leave forms) and a large number of internal reports. Part of this time should also be devoted to developing bulletins and procedures that make the school operate more efficiently.
4. Is engaged, for at least 35 percent of the time, in public relations and in personal relationships with staff and students. This function includes dealing with discipline hearings, pupil schedule changes, legal matters involving pupils, parent complaints and teacher problems.

SPECIAL NOTES:
It is impossible to list all the issues and problems that engage a principal's time. It is his or her responsibility to make sure the school runs efficiently and effectively. As the school grows in size, complexity and responsibility, it is essential that the principal's duties be clearly defined and properly delegated. Most of the complex personnel and instructional problems will be solved at the school level, and the principal will need the authority to deal with them by making realistic decisions. Conflict, individual quest, social pressures and parental goals all meet in the day-to-day living situation at the high school level. Regardless of the activity or instruction conducted within the school program, and regardless of the professional personnel conducting that activity or

instruction, the *principal* is ultimately responsible for the outcome. For that reason, it is the policy of this district to give each principal the authority and autonomy needed to do the job, provided the principal works within the framework and the spirit of board policy and the necessary district-wide directives from the superintendent.

TERM OF EMPLOYMENT:
Twelve-month year.

EVALUATION:
Performance will be evaluated annually in accordance with provisions of the board's policy of evaluation of administrators.

ELEMENTARY SCHOOL PRINCIPAL – WHAT MAKES THE JOB UNIQUE?

Most of the standards used to measure the caliber of a secondary school principal can also be applied to an elementary school principal. There are some obvious differences, however. Student age range and needs, curriculum emphasis and administrative and guidance responsibilities are a few. For this reason, there are some special qualifications your district should be looking for in elementary principal candidates.

Experience as an effective elementary classroom teacher and a thorough knowledge of child growth and development are probably two of the most important and most frequently mentioned requirements. Highly developed human relations and communications skills are indispensable in daily contacts with parents, staff, the neighborhood and the district's central administration. And as administrative responsibilities continue to grow, as they do for administrators everywhere, elementary school principals must be competent managers of both the staff's and their own talents and time.

Finding the One You Need: Qualifications and Recruitment

According to guidelines developed by the Eastham, Massachusetts, school district, the profile of an elementary

school principal is that of an educational professional with a demonstrated record of school leadership and of demonstrated expertise in school management and administration, curriculum leadership, staff development, human relations and communications. (See "One School's Checklist" on page 108.) "You must look at what they've *done*," says one professional in the field. "Academic preparation is important, but it's only relative. When you think about it, much of what an elementary principal does could be just as well done by someone else. What you can't duplicate is the ability to lead, to motivate, to unify."

Results of AASA's survey reveal that some of the most usual career routes to an elementary principalship include a strong classroom teaching background ("good teachers make good principals," commented more than one respondent), an advanced degree in educational administration and increasingly responsible administrative positions in elementary school management. Assistant principalships and internships with other administrators also can be valuable.

As for recruitment techniques, many districts indicate they found their current elementary principals with the ranks of their own teachers and administrators. (Often, these districts chose to post vacancies exclusively within the district.) Some districts conduct regional searches. Others find statewide or nationwide advertising effective in reaching potential candidates. University placement bureaus were judged one of the most effective recruitment sources by many districts.

Professional Organizations:

The National Association of Elementary School Principals, representing 25,000 professionals, and its state affiliates can also serve as useful resources for school districts when recruiting and hiring for this administrative team post. (National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209, 703/528-6000)

ONE SCHOOL'S CHECKLIST

When Eastham, Massachusetts, was looking for a new principal for an elementary school, the district drew up a set of guidelines to help in screening candidates. Their checklist gives a clear picture of what the "ideal" principal should be like:

1. **Our principal should be a person who:**
   - Has had success in dealing with individuals and groups.
   - Has administrative experience, especially in personnel.
   - Demonstrates an openness toward minorities and other groups of people.
   - Has fresh policy ideas and directions for the school.
   - Feels committed to our school for a reasonable length of time.
   - Is an advocate for our school and will fight for personnel, staff and funding.
2. **The principal candidate should be:**
   - Supportive, decisive, self-confident, warm, relaxed and flexible.
3. **The principal candidate should have:**
   - Experience in elementary administration, knowledge of curriculum development, trust in the judgment of teachers, an understanding of human differences and strength in his or her own convictions.
4. **The principal candidate should be able to:**
   - Set goals, distinguish important issues from unimportant ones, provide guidance for teacher growth, promote staff communications by being open and communicative, see another's point of view and deal well with pressure groups.

Sample Job Description

(Not necessarily recommended but an example of how one district defines the position)

TITLE:
Elementary School Principal

QUALIFICATIONS:

1. An earned master's degree in elementary education; preferably with completion of the equivalent of one year of graduate work beyond the master's degree.
2. At least five years experience in elementary education, at least three of which shall be as a classroom teacher.
3. A valid elementary school principal's certificate issued by the state Department of Public Certification.
4. Demonstrated leadership and ability to work effectively with groups and individuals; demonstrated skills in organizing ideas and presenting them with clarity and conciseness; creative and imaginative approach to problem-solving; and ability to make sound decisions and withstand pressures.
5. Such alternatives to the above as the board may find appropriate and acceptable.

REPORT TO:
Director of elementary education.

SUPERVISES:
All K-6 teachers and auxiliary personnel employed in the assigned building.

JOB GOAL:
To provide leadership which ensures that each elementary school student receives the richest possible education in a healthy and safe environment.

PERFORMANCE RESPONSIBILITIES:

1. Is responsible for the administration and supervision of the elementary school. All administrative functions shall be carried out in accordance with the policies adopted by the board. Participates in school district planning and decision-making in such a way that the best interests of the elementary school programs and district education in general are represented.
2. Supervises and evaluates staff in assigned buildings.
3. Develops and evaluates elementary school instructional methods and programs and recommends such changes and improvements as needed.
4. Assists in the selection of and/or supervises the administration of any testing programs in the assigned building.
5. Assists in the implementation and maintenance of the comparable curricula plans as approved by the board.
6. Assists in the recruiting, screening, interviewing and recommending of qualified candidates for positions on the elementary school staff and in the orientation and of new personnel.

7. Makes activity and duty assignments, equalizes the work load of staff members and plans and conducts staff meetings.
8. Coordinates the school's pupil personnel service.
9. Assumes responsibility for the safety, administration and maintenance of the school plant.
10. Maintains student conduct and enforces discipline as necessary, according due process to the rights of students.
11. Supervises the preparation of all school reports for the district office.
12. Supervises the maintenance of accurate records on the progress and attendance of students through report cards and conferences.
13. Acts as communications leader, serving as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
14. Prepares and submits the school's budgetary requests for purchases and repairs, and monitors expenditures of funds.
15. Organizes and supervises new pupil registration.
16. Assists in the organization of such health programs and practices as are deemed necessary by the school nurse and/or other health officials.
17. Coordinates the use of school buildings by the community.
18. Serves as liaison between visitors to the building and school personnel.
19. Assumes responsibility to allocate classroom space.
20. Coordinates the work of the police liaison officer with the elementary school.
21. Attends PTA and advisory council meetings when possible, attends elementary principals meetings and inservice functions and attends central office meetings upon request.
22. Attends such conventions and conferences as are necessary to keep informed on current educational trends and practices and subscribes to appropriate professional services and publications.
23. Attends and participates in meetings of the board and its committees as directed by the director of elementary education.
24. Performs such other tasks as may be assigned by the director of elementary education.

TERM OF EMPLOYMENT:
Salary and length of contract to be consistent with board policy.

EVALUATION:
Performance of this position will be evaluated annually within the board's policy on evaluation of administrative personnel.

APPENDIX A

Sample Policies on Hiring Administrative Staff

Professional Staff Hiring*

SOURCE: The introduction to the professional staff hiring policy of the Flint Community Schools, Flint, Michigan.

The Board of Education has the legal responsibility of approving the employment of all employees. While this responsibility cannot be waived, the board assigns to the superintendent the process of recruiting staff members. In carrying out this responsibility, the superintendent will involve various administrative and teaching staff members as needed. All personnel must be recommended by the superintendent and approved by the board prior to employment.

Professional Staff Hiring

(This policy statement is presented only as an example)

SOURCE: Adapted from Princeton Regional Schools, Board of Education, Princeton, N.J., 1976, PK-12; 3,586 students.

The primary responsibility for carrying out the hiring procedures below will rest with the Personnel Administrator, who will be held accountable for their implementation by the Superintendent of Schools. Secondary responsibility rests with Principals and Central Staff Administrators.

Under some circumstances the Personnel Administrator may waive certain procedures (e.g., an on site visit to observe an applicant, due to distance).

A. **INSTRUCTIONAL STAFF**

1. The Personnel Administrator will provide leadership in advertising; recruiting; furnishing up-to-date applications; and in general, providing an attractive candidate pool.

*This policy statement would be valid only in those states in which it is in compliance with existing laws.

2. Original applications for position vacancies will be reviewed on receipt by the Personnel Administrator and maintained in the Personnel Office (except for applications for certain positions, such as Homebound and Tutor, which will be maintained in other designated appropriate offices — e.g., Student Services).
3. Selected applications, based on the review by the Personnel Administrator, will be earmarked for further review and possible interviewing as vacancies occur.
4. Applications may also be reviewed in the Personnel Office by Principals, Central Staff Administrators (or their designee). In some cases, applications may be reviewed elsewhere or copies may be furnished.
5. Applicants to be interviewed will be designated by the appropriate Principal or Central Staff Administrator. Those applicants will be drawn from the groups selected by the Personnel Administrator and those selected by the Principal or Central Staff Administrator (or designee).
6. The Personnel Office will assist in coordinating the interview schedule.
7. In the process of interviewing and other forms of applicant consideration, the Principal or Central Staff Administrator will involve other relevant or appropriate staff: Assistant Principal, Department Chairpersons; Staff Services Personnel; Teachers and other staff members.
8. The Principal or Central Staff Administrator (or designee) will visit with the applicant and others (and observe where feasible in the applicant's current job setting).
9. The Principal or Central Staff Administrator will submit to the Personnel Administrator on a standard recommending form a recommendation for employment.
10. The Personnel Administrator will conduct an interview with the applicant recommended to fill the position vacancy, for the purpose of determining whether the hiring objectives and procedures as applied to this case are, in his view, being met. (If he feels they are not, he will consult with the administrator involved and attempt

to resolve the situation rather than submitting to the Superintendent a recommendation contrary to that of the administrator.)

11. The Personnel Administrator will then act on the recommendation of the Principal or Central Staff Administrator by submitting a recommendation to the Superintendent.
12. The Superintendent will review all employment recommendations of the Personnel Administrator prior to final decision and authorization of employment and salary payment.
13. The Superintendent will submit recommendations to the Board for action, prior to final decision and authorization of employment and salary payment.

B. **SUPPORTING STAFF** (All non-certified employees)

1. The Personnel Administrator will provide leadership in advertising, recruiting, furnishing up-to-date applications, and providing an ample and selective candidate pool.
2. Original applications for position vacancies will be reviewed on receipt by the Personnel Administrator and maintained in the Personnel Office.
3. Selected applications, resulting from the review by the Personnel Administrator, will be designated for further review and possible interviewing as vacancies occur. All applications will be reviewed and initialed by a second reader (any administrator or supervisor indicated as having primary responsibility) who will be designated by the Personnel Administrator as deemed most appropriate.
4. All applications for the position vacancy will be forwarded to the supervisor for review.
5. The supervisor will select applicants for interview and will arrange for the interview schedule.
6. In the process of interviewing and other forms of applicant consideration (e.g., checking references, testing, if appropriate), the supervisor will involve other relevant or appropriate staff (e.g., custodial and maintenance

applicants may be interviewed by a manager of facilities, school head custodian; and office worker applicants would be seen by co-workers, administrative secretary, etc.).

7. The Personnel Administrator will consult with the supervisor regarding the qualifications of the top two or three candidates for the position; references will be obtained via phone or letter by either the supervisor or Personnel Administrator (to be worked out between the supervisor and Personnel Administrator).
8. The supervisor will submit a recommendation for employment on a standard form to the Personnel Administrator.
9. The Personnel Administrator will establish a salary level based on contractual specifications and in consultation with the supervisor.
10. The Personnel Administrator will submit a recommendation to the Superintendent.
11. The Superintendent will review all employment recommendations of the Personnel Administrator prior to final decision and authorization of employment and salary payment.
12. The Superintendent will submit recommendations to the Board for action.

C. ADMINISTRATIVE STAFF

The procedures below apply primarily to recruiting and hiring principals; for other administrative positions, some ad hoc modifications, e.g., staff involvement other than an Advisory Committee, may be necessary.

The Personnel Administrator is responsible for and accountable to the superintendent for the implementation of all of the following procedures except where otherwise noted.

For each vacancy there will be an Administrative Appointment Advisory Committee which is to advise the Superintendent and Personnel Administrator in the screening and selection of candidates. A committee consists of:

Four or five administrative (and supervisory staff) representatives appointed by the Superintendent and consisting of one from the elementary school, one from

the middle school, one from the high school (or if the opening is the High School Principalship; those including Assistant Principal and a Department Chairperson), to be elected by his/her group, and one or two from the Central Administration; and five staff representatives selected by the total staff (instructional and non-instructional) of the school for which the Principalship position is open from among that staff (by the single transferable vote method).

The Personnel Administrator will convene and chair a full staff meeting for the election.

The Chairperson of the Committee is to be elected by the Committee members.

Though students are not formally a part of the Committee, the Committee will develop plans for appropriate involvement of student — e.g., informal interviews between students and candidates, to give each an opportunity to react to each other and share reactions with the Committee. Such plans are to be approved by the Superintendent.

1. **Securing Applications**

In addition to advertising for applications from within the system, which is a contractual specification, the following procedures will be implemented as deemed appropriate in individual cases:

a. Accepting suggestions from staff and citizens about potential applicants outside of Princeton.
b. Advertising in appropriate publications.
c. Sending recruitment letters to placement agencies.
d. Initiating individual searches for candidates through phone calls and correspondence between administrators and school leaders in and out of state — e.g., with foundations, associations, etc.
e. Reconsideration of candidates identified in the past through our ongoing recruitment efforts.

Applications will be considered complete only when a personal statement, up-to-date references, and resumes have been received in the Office of Personnel.

2. **Screening Applications**

The goals and limits the Board and superintendent may determine as guidelines for filling the open position will be stated publicly.

A committee will be established to screen applications. This committee will include the Personnel Administrator, at least two other administrators, and two teachers from the Committee, to be established each time there is an open position where the need for such a committee is indicated. The two administrators and the two teachers will be elected by the Committee. These five members will represent the minimum number to compose the screening committee; however, others from the Committee may paticipate if they wish to do so.

The Personnel Administrator will prepare a written report for the Superintendent to review with the Board; this report to summarize and analyze in some detail the quantitative and qualitative aspects of the application pool.

3. **Preliminary Interviewing on Top Candidates**

The Superintendent after a consultation meeting with the Personnel Administrator and the Committee will determine the top 6 to 12 candidates who will be interviewed by the Committee, the Personnel Administrator and Superintendent. This process will be determined by the Committee, in consultation with the Personnel Administrator.

The interviews will be supplemented by informal visits by the candidate in the school system and community — including an informal contact with the Board members at an event such as a late afternoon coffee. (A candidate resume will be provided for Board members in advance.)

4. **Other Considerations of Candidates**

a. Visiting (by the Superintendent or one member of the Committee selected by the Committee) with candidates and others in her/his current employment situation, as seems appropriate.

b. Obtaining publications of the candidate for review by the Committee.

c. Obtaining references — through correspondence, calls, and conversations — as determined by the

Superintendent in consultation with the Personnel Administrator.

5. **Final Interview**

After the preliminary round of interviews, the Superintendent and/or Committee will narrow the candidates to two. Final interviews will be conducted at this stage, including additional checking with peers, co-workers and current employers. Once a choice is made and the assurance given the person chosen will accept the position, the Superintendent will make the recommendation to the Board that the person be hired.

6. **Appointment**

The specific method (and time, place, etc.) for the Board's formal action and related announcements (e.g., to the press) will be developed by the Personnel Administrator, in consultation with the Superintendent and the Committee, and with the approval of the Board.

7. **Followup**

a. Appropriate communications with the relevant staff, by the Superintendent, before the appointment is announced.

b. A followup communications between each interviewed candidate (if desired by him/her) and the Superintendent, with the Committee.

(1) Meetings with candidates from within the system.

(2) Correspondence with candidates from outside the system.

c. The Committee will meet to evaluate the hiring procedure and suggest modifications where deemed appropriate.

APPENDIX B
Sample Board Policy on Equal Opportunity Employment

A district can have a policy on equal opportunity employment that is a simple statement, such as:

This school district grants equal employment opportunities to all qualified persons regardless of race, creed, color, sex, age, national origin, marital status, or physical or mental handicap.

It is the intent and desire of this board that equal opportunities be provided in recruitment, selection, salaries, promotion, benefits, privileges, and all other terms and conditions of employment.

Or, a district can adopt a more lengthy policy, such as that of the Fort Wayne, Indiana, Community Schools presented here.

A statement reflecting the content of policy on equal opportunity employment should be widely publicized, and should become a standard part of all employment applications, staff handbooks and orientation materials.

In most districts, the Director or Assistant Superintendent of Personnel Services is responsible for implementing and administering this policy and affirmative action programs.

SAMPLE POLICY ON EQUAL OPPORTUNITY EMPLOYMENT

The Fort Wayne Community Schools support the principle that all persons are entitled to equal employment opportunity without regard to race, religion, color, national origin, sex, or age. The voluntary issuance of this statement reaffirms the Fort Wayne Community Schools' commitment to nondiscrimination in personnel practices. The Fort Wayne Community Schools continues its efforts to promote equal employment opportunities throughout the organization in the following ways:

1. We will recruit, hire, provide training opportunities, and promote to job classifications without regard to race, religion, color, national origin, sex or age.
2. We will base decisions on employment upon the principle of equal employment opportunity and a non-discriminatory assessment of an individual's qualifications for positions to be filled.
3. We will make promotional decisions in accord with the principles of equal employment and involve only valid requirements in the assessment of the individual's qualifications for promotional opportunities.
4. We will see that personnel policies, practices and procedures involving such factors as compensation, benefits, transfers, lay-offs, school-sponsored training and education assistance programs, as well as social and recreational programs, are administered in accordance with the principles of equal employment opportunity.
5. We will make periodic reviews of personnel employment, assignment and promotion. The reviews will be conducted by the Personnel Department on a monthly basis to insure equal opportunity.

The successful achievement of a real and workable affirmative action program requires cooperation from all school system employees. To this end, the Superintendent again charges all administrators and the entire staff with this responsibility.

APPENDIX C
Sample Board Policy on Affirmative Action

I. POLICY STATEMENT

The school district supports the goal of equal employment opportunity. This commitment requires positive actions in order to identify and eliminate inequities in employment that may exist. A comprehensive affirmative action plan has been developed to ensure equality of employment opportunity, as well as the school district's compliance with the letter and the spirit of the law. Therefore, this district will make appropriate effort to recruit, hire, train and promote in such a way that it will give qualified individuals from minority groups the specific opportunity to gain greater representation at all levels of employment. Minority groups include individuals identified by legislative mandates prohibiting discrimination on the basis of race, color, religion, national origin, sex, age or handicap.

II. MODIFICATION OF CURRENT PRACTICES: RECRUITMENT AND SELECTION OF PERSONNEL

Recognizing the importance of effective recruitment and hiring practices in the implementation of the district's employment affirmative action plan, the following procedures will be followed:

1. All job announcements will specify the nature of the position, the application procedure — including the appropriate deadline for submitting an application and the statement that the district is an Equal Opportunity Employer.
2. Efforts will be made to increase recruitment of well-qualified racial and ethnic minorities, women and handicapped through the use of non-traditional sources.
3. Application forms will collect only information directly relevant to job performance.

4. Information requested during interviews will be related to job performance. Information collected should be consistent for all applicants.
5. The personnel office will maintain records of recruitment efforts and applicants for all positions for at least two years.
6. The district will provide all employees who have responsibilities for recruitment, selection or hiring procedures with the necessary training to ensure their understanding of Equal Employment Opportunity requirements.
7. All other board-approved policies and procedures will be followed in the selection and recruitment of personnel.

III. GOALS AND TIMETABLES*

A "numerical goal" is a statement of intent — a criterion for determining progress, rather than an absolute requirement. A "timetable" is a time schedule for making good-faith efforts to achieve self-imposed goals. Goals are not "quotas." A quota implies a fixed numerical requirement, whereas a goal represents a commitment to increase the participation of certain groups. Establishing goals and timetables reflects no intent to hire unqualified or less qualified persons to fill positions.

Only those guidelines that are consistent with the rules and regulations of federal, state and local agencies (including the Board of Education) governing the employment and transfer of personnel, as well as sound principles of personnel management, will be used to implement this plan.

Goals:

1. The immediate goal of the district will be to recruit and hire, based strictly on principles of merit, minorities and women for job categories in which they are under-represented.
2. An additional step in establishing an integrated work force will be to offer equal opportunity to qualified males seeking traditionally female-held positions.

*The Supreme Court decision in the Bakke case (1978) has implications for the establishment of "goals" and "quotas" that you will want to review with your school attorney before adopting any affirmative action plan.

3. A good-faith effort will be made to fill administrative and supervisory openings with well-qualified minorities and women.
4. Within six months of the approval of this plan, specific goals, based on the percentage of persons with legitimate qualifications in the available employment pool, will be established for each position category in the district's work force.
5. Establishment of these specific goals will require the broad-based participation and endorsement of all individuals responsible for recruiting, selecting and promoting employees.

APPENDIX D
Laws and Executive Orders That Affect Hiring Practices

Title VI of the Civil Rights Act of 1964 prohibits discrimination in education programs receiving federal funding.

Title VII of the Civil Rights Act of 1964, as amended by the Equal Educational Opportunity Act of 1972, covers every employer who is involved in interstate commerce (virtually everyone) and who employs at least 15 people. It specifies that an employer may not make any employment decision based upon race, creed, color, sex or national origin. In addition, an employer may not limit, segregate or classify employees or applicants in any discriminatory way. In other words, you may not list jobs as male jobs or female jobs, black jobs or white jobs, etc.

Equal Pay Act of 1963, as amended by the Education Amendment of 1972 and as to the Fair Labor Standards Act, states that men and women performing the same or similar work in the same establishment under similar working conditions must receive the same pay if their jobs require equal skill, effort and responsibility. However, a differential may exist if it is based on a factor other than sex such as merit, performance, seniority, etc.

Executive Order 11246, as amended by 11375, a Presidential decree, requires employers doing business with the federal government to develop and implement a written affirmative action plan. Generally, it covers employers with government contracts exceeding $50,000 over 12 months. Educational institutions may be required to adopt an affirmative action plan:

— If the district is a subcontractor to the federal government with a contract of $50,000 or more;
— If the district is in a state which has a state law or regulation that requires the filing of such plans;
— If the system has been ordered to file a plan as a corrective measure in findings, by a federal agency, of past or pres-

ent discriminatory practices. (See sample policy on Affirmative Action, page 120.)

Vocational Rehabilitation Act of 1973 covers employees who have government contracts of more than $2,500, and prohibits employment discrimination based on mental and physical handicaps. May require a written affirmative action plan for handicapped persons, if government contracts exceed $50,000.

Vietnam Era Veterans Readjustment Act of 1974 prohibits discrimination against qualified disabled veterans and veterans of the Vietnam era. May require a written affirmative action plan for veterans if government contracts exceed $50,000. Includes a requirement to list available job openings with the local state employment office.

Age Discrimination in Employment Act of 1978 covers all employers of 20 or more persons and states that an employer may not make any employment decision based on age for those persons between 40 and 70 years old.

APPENDIX E
Sample Policy on Employment of Women in Education

SOURCE: National Association of Women Deans and Counselors, Washington, D.C., March 27, 1971

Whereas, there is a need for women to be employed in institutions of public education at least in proportion to the women enrolled and in proportion to those with appropriate experience and degrees; and for more women to be employed in administrative and counseling positions at all levels of education at least in proportion to those with appropriate experience and degree; and

Whereas, students need women instructors to interpret and infuse authentic information in course content on the "female experience" and to portray role models for women students; and

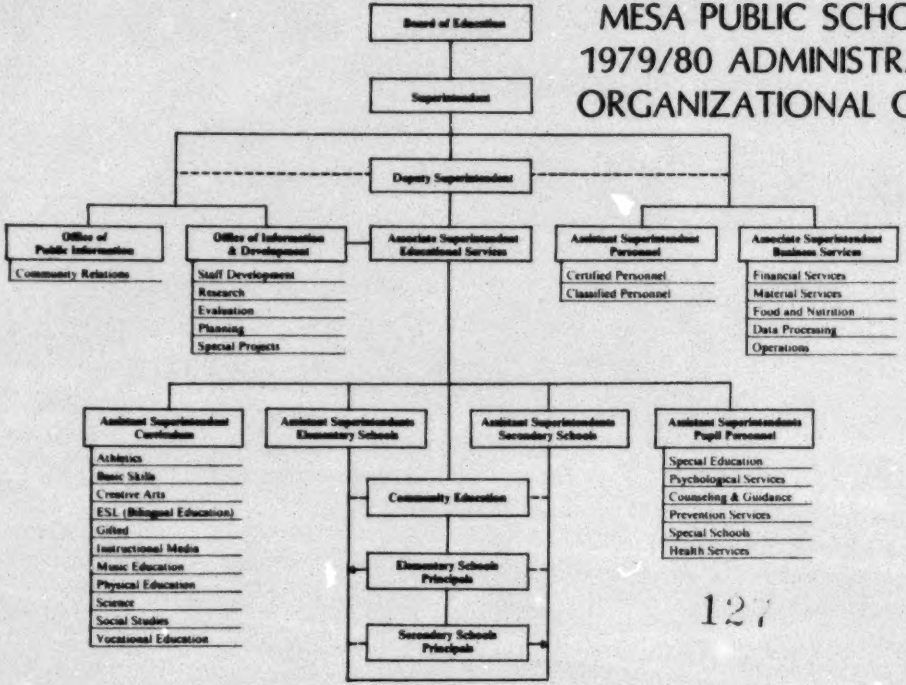
Whereas, insufficient effort in recruiting women is being made in educational institutions to correct this imbalance of employment of faculties and administrative and counseling staffs; and

Whereas, equality should prevail in matters of salary, promotion and tenure, and due process and standard ethical practices in hiring and realignment of duties should be strictly exercised; and

Whereas, nepotism rules may prevent the employment of women in education; therefore be it:

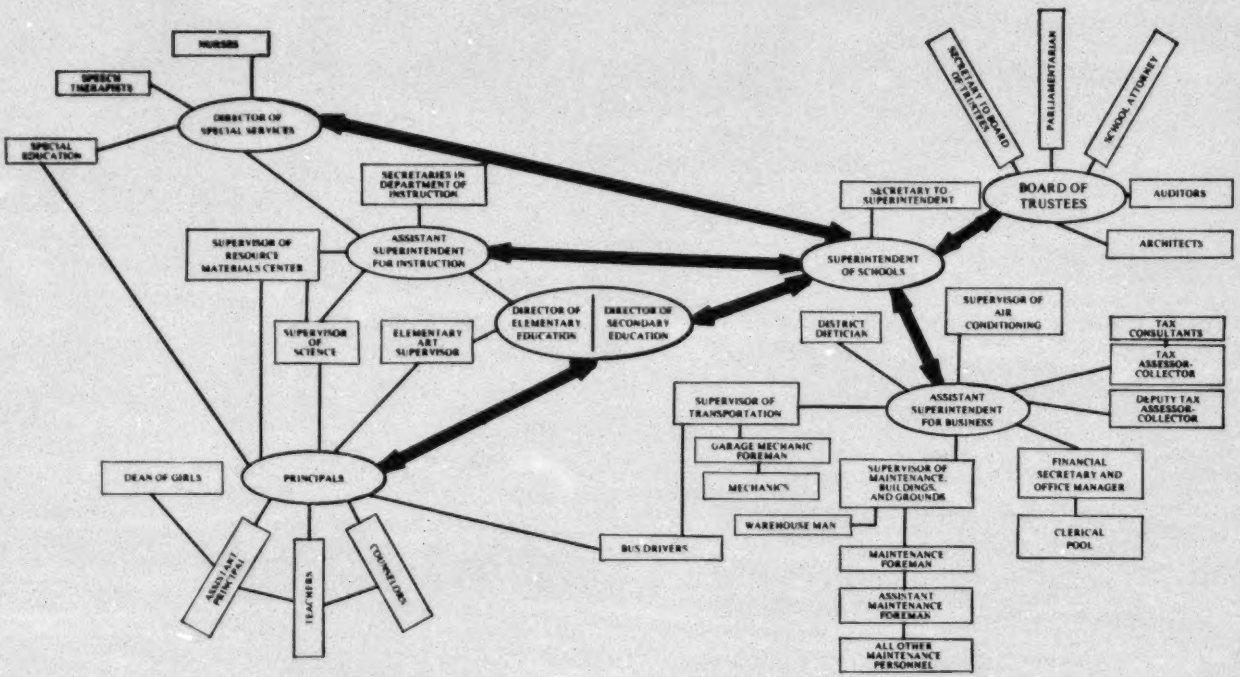
Resolved, that the members of NAWDC work actively in their institutions to promote the hiring of women faculty, administrators, and counselors, and that they seek a commitment from chief administrative officers and hiring officers that women applicants will be sought and that equal employment opportunity will prevail.

APPENDIX F
Sample Organization Charts



MESA PUBLIC SCHOOLS
1979/80 ADMINISTRATIVE
ORGANIZATIONAL CHART

127



NONTRADITIONAL ORGANIZATION CHART

This chart shows the same traditional organization depicted in the Mesa Public Schools Administrative Organization. The sense of hierarchy, however, is diminished. By scattering "line" jobs (indicated by ovals) and by clustering "staff" jobs around them, the idea that certain jobs are at the bottom of the totem pole is eliminated. The emphasis here is on the concept of intercommunication, informal as well as formal relationships, and collegiality among workers.

APPENDIX G
Sample Information Form

CENTRAL CITY SCHOOL DISTRICT
Post Office Box 8310
Central City, Iowa 55555

Information Form for the Position of Business Manager

1. Fill out information form as completely as possible and forward to Superintendent, Central City School District, Post Office Box 8310, Central City, Iowa 55555.
2. In addition to your cover letter, you are invited to add or attach any additional helpful information.
3. Request that your college placement office forward your credentials immediately.
4. Applicants are asked not to contact the Board of Education or the consultants except as they may be requested to do so.
5. Please fill in all blanks.

Personal Information

LAST NAME _____ FIRST _____ MIDDLE _____

Business Address _____ Telephone _____

Town _____ State _____ Zip _____

Home Address _____ Telephone _____

Town _____ State _____ Zip _____

Any serious illness during the past five years _____

A complete physical examination, at the expense of the Board, will be required of the two final candidates for this position.

Present Position _____ Current Salary _____

Type of Organization or School District _____

Enrollment _____ Number of Persons Responsible to You _____

Your Annual Budget _____

Type of Certificates Held _____

Valid for Administrative posts in Iowa: _____

Professional Preparation

Institution and Location _____ Major/Minor _____

Degree _____ Graduation Date _____

Undergraduate _____

Graduate _____

Employment History

List all experience in chronological order. Please include both school and non-school experience.

Institution & Location Position From/To

On a separate sheet, please review briefly your key professional accomplishments in the order of importance with which you regard them.

References

Please list the names of four persons who know of your professional work and qualifications. (Please do not refer to your Placement Papers.)

-AN EQUAL OPPORTUNITY EMPLOYER-

APPENDIX H
Things You Cannot Do or Ask Before You Hire Someone*

Following are some guidelines regarding what you can do or ask, and what you can't do or ask during any pre-employment inquiry.

SUBJECT	CAN DO OR ASK	CANNOT DO OR ASK
Sex	Notice appearance.	Make comments or notes unless sex is relevant to job.
Name	Maiden name of married women applicant.	Inquire into previous name where it has been changed by court order, or otherwise.
Age	"Are you over 18?"	"How old are you?"
	Request proof of age after employment.	Estimate age. Ask proof of age.
Address	Inquire into place and length of current and previous address. Previous address in the United States.	Specifically inquire into foreign addresses that would indicate national origin. How long a resident of the United States.
Birthplace		Any inquiry into place of birth. Birthplace of applicant's parents, spouse, grandparents or other relatives.
Citizenship	Whether a United States citizen.	Of what country are you a citizen?
		Whether applicant, parents, spouse are naturalized or nativeborn United States citizens.

*Questions related directly to race, color, sex, religion, age or national origin are not to be asked, unless they are what the Equal Employment Opportunity Commission (EEOC) calls "bona fide occupational qualifications." Questions about a criminal record could be bona fide, for example, if the district is hiring for a position that would require a security clearance. The same might apply to a credit check. However, asking the wrong questions could be considered evidence of discrimination should your district be investigated by the EEOC.

	CAN DO OR ASK	CANNOT DO OR ASK
	If you are not a U.S. citizen, do you have the legal right to remain permanently in the U.S.	
		Dates when applicant, parents or spouse acquired United States citizenship.
	Do you intend to remain permanently in U.S.?	
		Requirement that the candidate produce his or her naturalization or first papers.
	Is spouse a U.S. citizen?	
	Require proof of citizenship *after* being employed.	
National Origin/ Ancestry		Inquiry into applicant's national lineage, ancestry, national origin, descent or parentage.
		Date of arrival in United States or port of entry.
		How long a resident of the U.S.
		Nationality of Applicant's parents or spouse.
		Maiden name of applicant's wife or mother.
Race or Color		Color of eyes or hair or any questions that would indicate race or color.
Education	Inquiry into what academic, professional or vocational schools attended.	Any inquiry asking the nationality, racial or religious affiliation of a school.
	Inquiry into what language applicant reads, speaks or writes fluently.	Language commonly used by an applicant — What is your mother tongue?
		How applicant acquired ability to read, write or speak a foreign language.

SUBJECT	CAN DO OR ASK	CANNOT DO OR ASK
Photographs	May be required *after* employment for identification purposes.	Requirements that an applicant affix a photograph to the employment application form.
		Request that applicant, at his or her option, submit a photograph.
Religion or Creed		Any inquiry to indicate or identify religious denomination or affiliation, church, parish, pastor or religious holidays observed.
		Whether an applicant regularly attends a house of worship.
Organizations	Inquiry into the organizations of which an applicant is a member, excluding organizations the name or character of which indicates the race or national origin of its members.	List all clubs, societies and lodges to which you belong.
Marital Status	Status after hiring for insurance purposes.	Are you married? Single? Divorced? Engaged? Living with anyone?
		Do you see your ex-spouse?
Children	Numbers and ages of children after hiring, for insurance purposes.	Do you have children? How old? Who cares for them?
		Do you plan to have more children?
Physical Data	Explain manual labor, lifting, or other requirements of the job. Show how it is performed. Require physical exam.	How tall are you? How heavy?
		Questions about physical disabilities.
Military Status	Are you a veteran? Why? Why not? Any job-related experience?	What type of discharge do you have?
		What branch did you serve in?
Housing	If you have no phone, how can we reach you?	Do you own your home? Do you rent? Do you live in an apartment or a house?

Financial Position		Questions about credit or credit rating. Questions about garnishment of wage. Questions about debts and to whom debts are owed.
Criminal Record	If security clearance is necessary, can be done prior to employment.	Have you ever been arrested, convicted or spent time in jail?
Miscellaneous	By whom were you referred to a position here? Name and address of *person* to be notified in case of accident or emergency.	How many dependents do you have? Do you have any friends or relatives working here? Name and address of *relative* to be notified in case of accident or emergency.

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